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BOARD OF EDUCATION
THE CITY OF NEW YORK

TWENTIETH ANNUAL REPORT

OF THE

SUPERINTENDENT
OF SCHOOLS

1917-1918

HIGH SCHOOLS

ART IN HIGH SCHOOLS

FARM SERVICE





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New York, BOARD OF EDUCATION, THE CITY OF NEW YORK

Twentieth
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Superintendent of Schools

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ART IN HIGH SCHOOLS
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PRESENTED TO THE BOARD OF EDUCATION
SEPTEMBER 10, 1919

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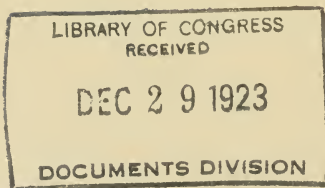


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November 1, 1918.

DR. WILLIAM L. ETTINGER,
Superintendent of Schools,
Board of Education, N. Y. C.

DEAR SIR:

Allow me to submit a report on the Division of High Schools for the year ending July 31, 1918. As addenda to this report will be found the report of Dr. James P. Haney, Director of Fine Arts in High Schools, and that of Mr. Frank A. Rexford, Acting Director of Farm Service.

The year 1917-1918 has been most abnormal in that the energies of teachers and pupils have been deflected from the ordinary routine of school work and have been devoted to the great task of helping to win the war. The teachers have sometimes felt that their classroom work was too often interrupted. Yet, I believe all who have the interests of the schools at heart have come to realize that never in the history of public education in this city have the schools so completely justified their existence as during this past year. Never has the school exercised such a profound influence upon its students and never have the students responded so completely to the stimulus of a unified purpose. If the supreme aim of public education be to train our boys and girls for the duties of citizenship in a democracy such as has been maintained consistently since our first public schools were established, we can rejoice that this past year we have in large measure realized this aim.

In common with all other schools, the high schools have done their bit in Red Cross Work, United War Work, Thrift Stamp Campaigns and in selling Liberty Bonds and in every other opportunity for war service that has come to them. The story of these activities forms a part of the Report of the War Service of New York Schools, made by Superintendent O'Shea. Allow me merely as Division Superintendent to express my gratification in

being able to assure you that the high schools, principals, teachers and students have seized upon every opportunity for patriotic service. May I voice my conviction that the high school teachers will realize in the future as never before that they are essentially trusted agents of the state whose supreme duty is to take children entrusted to them at the most critical period of their life and build up in them a spirit of sacrifice and of devotion to the common good, and cause them to realize that the institutions of the country to which they owe so much are worth preservation even though such preservation means sacrifice to the utmost.

HIGH SCHOOL ENROLLMENT

A study of the following table indicates that since the United States entered the world war the high school register has not only stopped increasing but has declined appreciably. This sudden decrease in registration will probably be of short duration.

The opportunities for securing employment in the Commercial world are fewer than was the case one year ago. This condition of affairs will undoubtedly tend to increase the high school registration.

INCREASE IN REGISTER

March Over Preceding March

Year	Register, March 31	Increase	Per Cent of Increase
1909.....	33,016	5,585	20.4
1910.....	36,592	3,576	10.8
1911.....	39,535	2,943	8
1912.....	43,802	4,267	10.8
1913.....	47,836	4,034	9.2
1914.....	52,674	4,838	10.1
1915.....	61,735	9,061	17.2
1916.....	66,203	4,468	7.2
1917.....	66,237	34	.05
1918.....	65,306	931*	1.4*

* Decrease.

Average increase for 10 years, 3,787.

INCREASE IN REGISTER

October Over Preceding October

Year	Register, October 31	Increase	Per Cent of Increase
1908.....	29,184	5,673	24.1
1909.....	33,334	4,150	14.2
1910.....	36,624	3,290	9.9
1911.....	39,336	2,712	7.4
1912.....	43,628	4,292	10.9
1913.....	47,947	4,319	9.9
1914.....	54,766	6,819	14.2
1915.....	63,142	8,376	15.3
1916.....	65,690	2,548	3.9
1917.....	62,571	3,119*	4.75*

* Decrease.

Average increase for 10 years, 3,906.

AVERAGE DAILY ATTENDANCE—CALENDAR YEAR

School Year	Average Attendance	Increase	Per Cent of Increase
1908.....	24,555	.....	.....
1909.....	28,412	3,857	15.7
1910.....	31,417	3,005	10.6
1911.....	33,794	2,377	7.6
1912.....	37,239	3,445	10.2
1913.....	41,919	4,680	12.6
1914.....	45,703	3,784	9.0
1915.....	54,057	8,354	18.3
1916.....	56,276	2,219	4.0
1917.....	54,856	1,420*	2.52*

* Decrease.

Average increase for 9 years, 3,367.

The following table shows the relative number of pupils and teachers in the high schools during the past three (3) years:

	Register	1st Asst.	Asst.	Lab. Asst.	Cler. Asst.	Lib. Asst.	Others	Total
Oct. 31, 1915...	63,142	157	2195.8	28	87	30	7	2504.8
Mar. 31, 1916...	66,203	155	2261.8	31	94	31	6	2578.8
Oct. 31, 1916...	65,690	160	2298.2	34	96	32	6	2626.2
Mar. 31, 1917...	66,237	171	2245.6	38	95	32	6	2587.6
Oct. 31, 1917...	62,571	172	2234.8	37	98	35	6	2582.8
Mar. 31, 1918...	65,306	169	2260.4	39	101	35	6	2610.4

The passage by the New York State Legislature of the Welsh Physical Training Law made necessary the appointment of fifty-three (53) additional teachers of physical training during the past year. By careful management, it was possible to supply these additional positions in physical training without materially increasing the total teachers employed.

This decrease in register comes at a most opportune time since no new high school building has been opened during the past year and none has been begun. The crowded conditions of our schools, which have necessitated double and over-lapping sessions, have been continued, but with the decrease in enrollment have not grown worse. The enlistment of so many teachers in the various war activities has accentuated the scarcity of teachers due to economic conditions. This scarcity of teachers would have seriously crippled our high schools if we had had this past year the normal increase of from three to four thousand students. When peace comes and the cost of living falls, we shall probably have a great increase in the number of students seeking admission to high schools and the temptation of high wages will no longer exist to draw pupils away from the upper grades. Conditions in high schools will then become critical.

Immediate steps should be taken to obtain funds from the Board of Estimate for the acquisition of sites and for the erection of buildings for high schools for which recommendation was made last year. Allow me to again urge that a site be obtained for the Julia Richman High School, somewhere east of Park Avenue,

between 59th Street and 90th Street, and that an appropriation be requested sufficient to erect a building which shall accommodate not less than 3,000 students in a single session. May I again recommend that the Board of Education request funds on which to build on the Pennsylvania and Dumont Avenue site in Brownsville a school which shall accommodate not less than 3,000 pupils both boys and girls. The Washington Heights school which was designed to be an independent high school, but which was made an annex to Morris High School, should be organized at an early date as a high school for the northern section of the city, and for this school a site and building should be secured in order to meet the needs of this prosperous and rapidly growing section of the city. These seem to be the most pressing needs for high schools. As soon as the finances of the city permit, provision should be made for a technical high school for boys in The Bronx, and for a commercial and technical high school for girls in Brooklyn. The The Manual Training High School in Brooklyn, which now offers courses to both boys and girls, should, upon the adoption of the proposed technical course, become a school for boys only.

Provision has been made to relieve the overcrowding in the Bryant High School and the Newtown High School, but nothing had been done to relieve the situation in Jamaica. With the completion of the new elevated lines which furnish easy transportation from Manhattan and Brooklyn to Jamaica, the population of Jamaica will rapidly increase and especially the school population. Permit me, therefore, to renew my recommendation that the Theory Department of the Jamaica Training School for Teachers be consolidated with the Brooklyn Training School, which can be easily reached from Jamaica, and that the building thus freed be made the main building of the Jamaica High School. There is room for the pupils in the Brooklyn Training School. This merger would result in a saving of nearly \$40,000 a year and with little hardship to the training school pupils, would be of the very greatest service to the pupils of high school age in Jamaica. On the training school site, which is ideal, there is room for large extensions of the building. The people of Jamaica would soon come to realize the wisdom of this merger when once made, and

the tax payers would be saved the large expenditure necessary in the near future for the accommodation of the high school pupils.

CHANGES IN THE COURSE OF STUDY

The war has brought home to us this past year among other things (A) the need of definite, purposeful training for citizenship; (B) the modification of our courses of study so as to make our high schools more vocational in character.

A—TRAINING FOR CITIZENSHIP

In order to give the pupils in the high schools a clear understanding of just why we are at war with Germany to the end that their cooperation with the Government may be based on enlightened judgment as well as on a passionate loyalty to country and devotion to duty, a committee of history teachers under the direction of District Superintendent Roberts has prepared a most valuable pamphlet entitled, "THE WORLD WAR, A Syllabus for Use in the High Schools of the City of New York." The teachers who prepared this pamphlet were: Anne T. Bridgeman, Morris High School, Matthew L. Dann, Richmond Hill High School, Irwin S. Guernsey, DeWitt Clinton High School, Fayette E. Moyer, DeWitt Clinton High School, Helen G. Preston, Newtown High School, William W. Rogers, Curtis High School, Mabel Skinner, Washington Irving High School, Mary J. Way, Girls High School. The pamphlet is designed to serve as the basis of systematic instruction for all pupils in the high schools on the causes of the war. All who have seen the pamphlet, whether teachers or laymen, have been most enthusiastic. There is no doubt that if the high school teachers use the material of this booklet with the same degree of intelligence that the committee has shown in the selection and adaptation of the material, few pupils will fail to have a clear conception of the reasons why this great struggle arose and what its significance for us is. Our boys and girls must gain such a conception if our country is to receive from them and their parents intelligent, enthusiastic and devoted support for this war for which all must make so many sacrifices.

AMERICAN HISTORY AND CIVICS REQUIRED

During the past year it was noted that it was possible for students to be graduated from some technical courses without having studied American History and Civics. This subject, to be given five periods a week for one year has been made a requirement for graduation from every course in the high schools.

MODERN EUROPEAN HISTORY REQUIRED

Because of the belief that the United States has now become a world power and that our isolation was therefore of the past, the requirements for graduation from the general course in high schools was changed so as to make Modern European History since 1760 for three periods a week a requirement for graduation, the requirement to be in effect for students graduating in June, 1920. Ultimately a full unit of five periods a week for a year, or three periods a week for two years, should be a requirement for graduation from all four-year courses.

ECONOMICS

As an offset to the radical theories which are being preached in some of our newspapers and by the soapbox orators of the East Side, and to give our boys and girls some understanding of the industrial forces which dominate our modern life, a course in Economics of five periods a week for at least one half year should be made a requirement for graduation from all four-year courses and from all three-year commercial courses. The chief reason why such a course has not been required heretofore has been the difficulty of securing properly equipped teachers. It is evident that we can no longer postpone the introduction of this work but must allow the demand to create the supply of teachers. Economics in many schools is assigned to the history teachers. It does not follow that the teacher of history is necessarily the teacher with the temperament and type of mind most needed for this work. Economics is essentially a science. It should be taught as systematically and accurately as mathematics. In my own

experience I have found teachers of biology and teachers of mathematics who, after a few weeks of teaching economics, have developed into strong teachers of that subject. A man or woman who has been trained in scientific methods and who has a vital interest in industrial and social movements will very soon discover that the methods he used in teaching science will prove effective in teaching the new subject. He needs but to master the new subject matter. This subject should therefore be required for graduation.

COMMUNITY CIVICS

Even though the graduate of the high school be required to have studied Modern European History, American History and Civics, and Economics in the last two years of the course, yet the problem of training for citizenship has not been met. More than one half of those who enter the high schools do not remain for the third and fourth years. Consequently training for citizenship should be given in the first two years. To this end, the Board of Education on recommendation of the Board of Superintendents, has authorized in all high schools beginning September, 1918, an elective course in Community of Local Civics, to be given five periods a week for a year. A similar course has been given in the High School of Commerce for many years and has been offered in the Julia Richman High School this past year. As soon as teachers have been developed for this work, a methodology established and a syllabus formulated, Community Civics should be made a required subject for all first year students for at least a half year.

ELEMENTARY GENERAL SCIENCE

The course in First Year Biology has been in a state of constant modification since its introduction in the high schools twenty-one years ago, the aim of such modification being to adapt the course to the needs and interests of city boys and girls. Notwithstanding those modifications, it is still an open question whether biology is the best first-year science course for them. Throughout the high schools of the country there has been a general feeling that a course in elementary general science would

be best adapted to the needs of first-year high school pupils. The Board of Education has, therefore, authorized a five period weekly course in elementary general science for first-year students, to be offered as an elective, beginning September, 1919, in all schools which have teachers who are interested in this subject and equipped for teaching it.

TYPEWRITING

Typewriting to be given either three or five periods weekly has also been authorized as an elective for the first-year in the general course as well as in the commercial course. As rapidly as typewriters can be obtained, this course will be opened in all schools. This change has been made in response to the growing conviction that typewriting is almost as essential to the youth of today, no matter what his prospective vocation, as penmanship.

B—CHANGES IN THE DIRECTION OF VOCATIONAL TRAINING

For years past, graduates of the elementary schools have turned aside from the high schools which offered a thorough training for business to take short intensive courses in private business schools, which would fit them quickly to earn a living. There seems to be no valid reason why provision should not be made in the high schools for such pupils. A committee of teachers is busied with the preparation of unit courses in business subjects for pupils entering the high schools, and it is expected that the courses will be in operation, if the Board of Education approves, in February, 1919.

The principal and teachers of the Manual Training High School have been at work for the past year on a revision of the course of study for that school so as to convert it from a manual training course to a real technical course which shall not only fit boys for entrance to the various technical schools but shall also equip those boys who do not plan to enter college for service directly upon graduation in various technical trades and other vocations. This revised course will be submitted to the Board of

Superintendents early in the fall and should be ready for operation in February, 1919, if approved by the Board of Education.

COURSE OF STUDY OF JULIA RICHMAN HIGH SCHOOL

The principal and teachers of the Julia Richman High School after long and thorough study of the problem of training girls for business, have submitted a revised course of study which was adopted in June last to be effective in September, 1918. The aim of the revisers has been (1) to make the business subjects the core of the course in the belief that these subjects can be so taught as to yield not only knowledge and technique but also a large degree of culture and general training; (2) to make the work largely elective by groups so as to allow a girl to concentrate her training on one line which prepares her for a definite occupation. For example, a proper selection of courses will give a distinct secretarial course, another elective group, an accounting course, still another grouping, a salesmanship course.

This last course has been made possible by the introduction of courses of salesmanship in the high schools. This subject has been added to the subjects for which licenses are issued. An examination has been given, an eligible list created, and teachers of salesmanship were appointed in June last to take effect in September, in the Julia Richman High School, Newtown High School and Morris High School.

FARM SERVICE WORK

The farm service work which has been so efficiently conducted by Mr. Frank Rexford of Erasmus Hall High School, is our most thorough going example of high school work becoming vocational in character. A full report by Mr. Rexford of this remarkable achievement of our high school teachers and students forms a separate section of this report. I know of no more creditable service ever rendered by members of the teaching staff than this Food Production Movement carried on by Mr. Rexford and his fifty co-workers. The success of this experiment may well

lead to the development of systematic courses in agriculture in our city high schools.

THE WAR SERVICE SCHOOL FOR WOMEN

Early in the spring of 1918, the Board of Superintendents referred to me the proposal of Prof. Louise M. Webster of Hunter College, to have the Board of Education take over and operate the summer high school which she had conducted on a fee basis for several summers in the building of the Washington Irving High School. I suggested to Miss Webster that any funds at the disposal of the Board of Education ought rather to be used in training women for various positions in the government service since we were informed that thousands of stenographers, typists, filing and bookkeeping clerks were needed at once if the various departments were not to be seriously crippled. As this need for clerical help was being investigated, we discovered that there was also a great need for nurses' helpers to take the place of the trained nurses who were being summoned to war service. We were further assured that such nurses' helpers could be trained in an intensive course of eight weeks. As the needs were discovered to be so urgent, the following report was prepared and submitted to the Board of Education on May 10, 1918:

"On May 10, 1918, The Board of Education referred to the Board of Superintendents the revised plan for a summer high school for girls in the Washington Irving High School, submitted by Miss Louise Webster.

"When Miss Webster's original plan was submitted to the Board of Superintendents it called for a summer high school for girls already enrolled in our high schools who wished to make up deficiencies in work or to anticipate the work of the coming term. Your Committee submitted a report to the Board of Education stating that in their judgment any funds that were available for summer work should be employed distinctly for war service. Since your report was submitted Miss Webster and your Committee have had several conferences on this matter and your Committee has come to the conclusion that there is real need this summer for a summer high school of a highly specialized type which shall enroll selected women of sufficient maturity and established ability for extensive courses that shall prepare them for government service along the following lines:

A

“Work at Washington.—Stenographers, typists, bookkeeping clerks and filing clerks.

“The United States Civil Service Commission assures us that despite all their efforts and the holding of examinations in all parts of the country the work of the department at Washington is being crippled through the lack of such competent help. These positions for which we would prepare carry salaries of \$1,000 to \$1,400 per year. High school graduates and college graduates who have an adequate mastery of English can be trained for these positions in a summer session of eight (8) weeks, five days a week, or possibly, five and a half days, running from 9 A.M. to 1 P.M. But this work can only be done with selected material by experienced teachers of the highest ability.

B

“Your Committee learns that the Board of Health, hospitals and physicians are calling for nurses and nurses’ assistants. Our regular nurses are being drawn off for service with the army, leaving the city in a condition of actual distress. It is practically impossible at the present time for the ordinary person to secure the services of a nurse. An eight-week course with clinic and practical work in the hospitals would train for home nursing, general convalescent nursing, dietetic cooking, etc., thus furnishing aids to nurses who could relieve the more competent workers for more serious cases.

“Inasmuch as the government will employ no girl under 18 years of age and demands absolute trustworthiness and a high degree of intelligence on the part of all whom it enrolls in the service, it is necessary that every person enrolled in these courses should be carefully scrutinized as to character and ability. Such persons should be required to furnish certificates from principals of high schools or college officials or other trustworthy persons. The courses should be open not only to the graduates of our own high schools but to college graduates generally and to other women who have the preparation and experience necessary for this work. It is needless to point out that these same qualities are needed in the case of women who desire to be trained for nurses’ aides.

“The period of eight weeks is a very short time for the preparation of girls for this work. It is therefore essential that only our experienced and most valuable teachers be selected for this work. In a few cases we shall probably find it necessary to enlist the services of teachers not in our system notably for training for nursing and possibly for training for filing.

“Although this service by teachers is to be regarded primarily as a patriotic service to the City and the Nation, nevertheless it is desirable that these teachers should be well paid for their services in order that they may live in comfort during the summer and not be so worn out as to unfit them for the work of the coming term. Your Committee would therefore recommend that a compensation of \$8 per day be paid to these teachers, a total of \$320 for the season, and that a compensation of \$600 be paid to the person in charge of the work. Naturally, the director will find it necessary to spend a large amount of time in preparation for the work and in closing up the work after the season is ended. Inasmuch as this summer school is to be conducted as a service to the nation and only selected girls are to be trained who shall agree to perform the service which is the aim of the school, it is desirable that no tuition be charged. This will make it possible for us to enroll and retain only those who are earnest in their work and who show the necessary ability for that work.

“The following budget is submitted:

Salary of Director.....	\$600
Salary of teachers, 20 at \$320, for the season.....	6,400
Clerk, substitute, 45 days at \$5 per day.....	225
Janitor service, printing, postage, supplies.....	1,175
	<hr/>
Total.....	\$8,400

This estimate is based on an enrollment of from 600 to 700 girls.

“The following resolution is offered for adoption:

“*Resolved*, That the Board of Superintendents recommends to the Board of Education that, beginning July 8, 1918, a summer school to train women for lines of war service as outlined in the foregoing part of this report be conducted for a period of eight weeks under the direction of the Division of High Schools and Training Schools and that the teachers assigned to this work be paid as indicated in the budget submitted, and that for the expenses of conducting such a summer school the Board of Education be requested to make an appropriation of \$8,400.”

The Board of Examiners cooperated in rushing through eligible lists in the various subjects. Assignments of sufficient teachers and nurses were made to take care of some 600 students. When the sessions of the school began under the direction of Miss Webster on July 8, 1918, instead of 600 students, nearly 1,500 students applied for admission. Application was made to the Board of Education first for \$2,500 additional, then for \$1,000

more. With the \$3,500 thus provided in addition to the original appropriation of \$8,400 we were able to take care of the unexpectedly large enrollment. The following report from Miss Webster tells briefly the story of this very successful experiment.

REPORT OF WAR SERVICE TRAINING SCHOOL FOR WOMEN
JULY 8 TO AUGUST 30, 1918

The War Service Training School for Women was organized in response to the nation-wide demand for trained workers.

The Washington Irving High School was chosen as the most central building equipped for commercial work. So great was the demand that 180 typewriters and listing and calculating machines were borrowed from other schools.

On July 8, 1918, there were 1,024 applicants for admission. During the week of July 8, the registration increased to 1,463. After July 15, none were admitted except to the speed stenography and advanced typewriting classes.

Three systems of shorthand were taught: Isaac Pitman, Gregg and Stenotypy. The students were permitted to choose their subjects, the program offering three periods (60 minutes each) of shorthand and one of typewriting; two periods of any two of speed stenography, speed typewriting, elementary typewriting, bookkeeping, commercial arithmetic, accounting, filing and cataloguing, use of other office machines.

The students of the eleven stenography classes (4 Gregg, 7 Pitman) were required to do the most strenuous work. Those who were employed during the afternoons found it impossible to devote four hours a day to home study. On July 22 I met this condition by transferring these students to two hours typewriting and two hours office practice or bookkeeping.

I appointed Mr. Beygrau chairman of the Gregg section, and Miss Ruggeri chairman of the Pitman. Weekly conferences were

held, weekly tests were given and program adjustments were made upon the basis of results. Students who fell below the standard were transferred to a class which by working more slowly covered the principles during the eight weeks (2 terms of high school work.) This class followed a special program of two hours stenography, one hour commercial arithmetic, one hour typewriting.

As Mr. Margolies, the clerk, had had teaching experience he took Mr. Beygrau's and Miss Ruggeri's classes in typewriting one hour a week. This allowed a general exchange of instructors giving every class the benefit of dictation by many voices.

At the close of the session the results were uniform. all students writing 60 words, the majority 70 words, about 20% writing 80 words with ease. My conclusion is that if the session could have been lengthened into ten weeks at least 75% of the stenography students would have reached the 80 word standard. While I have no statistics on which to base my opinion, I am convinced that the stenotype class attained a better speed than either the Gregg or Pitman workers. Mr. Manhoff was a most energetic teacher and the Stenotype Company was generous in offering every opportunity for practice on the 35 machines they loaned to the school.

Regarding the relative merits of the Gregg and Pitman systems—the Gregg classes completed the principles and reached the 40-word speed about a week earlier than the Pitman. The returns of the Civil Service test have not come, nor do I consider that that report would be specially valuable, as the best workers (about 65) in both sections left during the seventh week, not being able to withstand the temptation of a lucrative salary. In making a similar trial I would ask for the two systems. I believe a Pitman class could reach the 100-word standard in the same time, and I believe the writing is more legible.

Realizing that extra time spent in typewriting would be profitable, I asked for and secured the services of three teachers

for two afternoons of each week beginning July 22, 1918. As the gymnasiums and lunchrooms were each fitted with 60 machines all students of the stenography classes who wanted extra instruction in typewriting were formed into three classes, each meeting twice a week (four hours). Three of the six typewriting rooms of the Washington Irving High School were used four afternoons each week for unsupervised practice.

Mr. Williams, in his course of 160 hours in accounting, four hours daily, completed four years work. Mr. Greene covered the entire high school course in bookkeeping in three hours a day; in his one hour course he gave the essentials of commercial arithmetic to several classes of typists. All the other classes were on a two hour basis, thus allowing a choice of two subjects. Mr. Baldwin gave voluntary service on Friday afternoons to a large class of students who could not secure typing as a regular subject.

One of the features of the school was the great number of students who were employed in the afternoons. I was in touch with many firms who needed "part time" workers. They were willing to pay at the rate of 76c an hour. This amounted to \$15 or \$18, in some cases to \$20 a week. I could not supply the demand for stenographers, typists and file clerks. All results point to the fact that a school of this type is needed in New York City. I suggest an organization giving courses of two, four, six or eight hours a day for a session of eleven weeks uninterrupted by registration or examination—a week for registration and examination, followed by a week's vacation. Students seeking advanced work in stenography, typewriting or bookkeeping could attend four times a week, early or late periods, thus giving two full days' time and five or six hours four days each week to business. Those taking elementary work could attend four or six hours and give some time to business. I believe the typewriting rooms ought to be open twice a week for evening practice. A shifting schedule would permit 2,000 to take advantage of the opportunity every thirteen weeks. This represents the training of 8,000 workers each year. A completely equipped school building is not necessary. Laboratories, reading rooms, an

auditorium, are not needed for this type of work. Hundreds are anxious to become efficient workers, and I trust the opportunity may be given them.

I take this opportunity to place on record a statement of my appreciation of the energetic work and hearty cooperation of every member of the staff. The record of attendance, 96%, shows the students' enthusiasm.

HOME NURSING COURSE

Two hundred sixty-eight applied. Of these one hundred forty asked for the X-Ray work, so important for the army surgeons' assistants. I was obliged to limit the class to 37 and Dr. Louise C. Ball, who had charge of this section selected those who had the best equipment in education and experience. Fifteen were college graduates, others had completed high school courses, all had an equivalent education; four were registered nurses; one an ambulance driver. The class took eight hours of anatomy with Dr. Sullivan; twelve hours of lecture work on X-Ray operating with Dr. Ball; twelve hours of laboratory work with Dr. Ball and at least eight hours practical work at the Laboratories of Roosevelt, Ear and Throat, and other hospitals, whose superintendents and heads of nurses' schools cooperated most generously. They attended clinics or lectures, given by physicians in charge, and were taught to diagnose X-Ray plates.

Of the 231 others, fifty-two wanted X-Ray work only, and withdrew on July 9. All the others showed enthusiasm and a great desire to enter service. Two physicians, a registered nurse, and two dietitians correlated their work so that they covered the course of the first three months of the regular hospital training for professional training, ward observation excepted. My object in mapping this course was to enthuse those who had hesitated about entering the profession and to give to those who were barred out of the profession the knowledge which would fit them for service in day nurseries, settlement houses, canteen kitchens

and for emergency and convalescent cases in their homes. Eighty-two took the Red Cross examinations in hygiene and the care of the sick; seventy-eight passed; twenty-two took the Red Cross First Aid examination; all passed.

In groups of twenty or forty the students, always accompanied by one or two instructors spent the afternoons at hospitals, clinics, milk stations and the different departments of the Board of Health. This was regularly scheduled work for which Dr. Sullivan, Mrs. Heim, Mrs. Hoeg, and Miss Buckley gave their services. At the close of the session, a number applied for admission to the training schools.

Letters received from many states show that the women of the country are thoroughly aroused to the need of nurses. Many ask for courses which would fit them to fulfill the requirements for registration at recognized schools. I submit a course which meets the Regents requirements in New York State. It differs slightly from the prescribed first year high school studies, the changes have been made with a view to the needs of the profession and the maturity of mind of those who would apply.

WAR SERVICE TRAINING SCHOOL FOR WOMEN STATISTICS

	July 15	August 30
Register of school	1,488	1,087
Number of college graduates	468	...
Number of high school graduates	603	...
Number who had one year high school or equivalent	563	...
Number who were employed	356	...
Number who had two or more years business experience	406	...
Number in Gregg classes, elementary	165	110
Number in Gregg classes, advanced	38	27
Number in Pitman classes, elementary	337	260
Number in Pitman classes, advanced	172	112
Number in Stenotypy	29	22
Number in typewriting	558	589
Number in bookkeeping	201	156
Number in office practice	152	125
Number in nursing	189	175
Number in X-Ray	37	32

	July 15	August 30
Number of applicants <i>refused</i>	501
Number of certificates issued	1,420
Number who held part-time positions	435
Number who left to take positions	163

Respectfully submitted,

(Signed) LOUISE M. WEBSTER.

The success of the summer school has demonstrated first, that there is a real need for such a summer school as a permanent part of our school system, a school where women young and middle aged, may, by means of short intensive unit courses fit themselves for more effective service. In the second place, it has demonstrated the value of intensive training in such subjects as stenography and typewriting and bookkeeping. It has seemingly proved that our courses in these subjects in the high schools are spread too thinly and that we are therefore wasting much time and money. Because of this demonstration, a committee has been appointed to squeeze the water out of these courses in the high schools, and another committee to revise the three years commercial course after this squeezing out process has been completed.

Another result has been the construction of the first year unit courses in commercial work, a report on which has been made in another section of this report.

Because of the need thus clearly proven and the success achieved in temporarily meeting this need, I recommend that classes for courses in bookkeeping, typewriting, office practice, filing and stenography be organized in the Julia Richman and other high schools convenient to the business districts, such classes to be held for units of two hours each in the late afternoon during the school year. Such classes would meet the needs of women who are employed throughout the day but who do not find it profitable to attend evening school with the present program of work.

I would further recommend that provision be made in the budget for the operation of a summer school in the Washington Irving High School building for the summer of 1919, which shall offer not only intensive courses in business subjects similar to those provided this past summer but which shall also furnish to the regular high school pupils an opportunity for making up the subjects they have failed to pass during the preceding term and of anticipating subjects of the coming term. Such opportunities have been offered by the summer high schools operated by Miss Webster as a private venture. Two summer high schools were conducted by the Board of Education in the summer of 1912. Every summer hundreds of our high school pupils who remain in the city are eager for the opportunity. Money spent for this purpose would bring large returns in making it unnecessary for pupils to waste a half year in repeating work and thus establish a habit of failure.

THE NEW PHYSICAL TRAINING REQUIREMENTS

During the past year, the various high schools have been experimenting in an effort to carry out the provisions of the Welsh Law and the provisions adopted by the Board of Regents which sought to effect the purposes of this act. In New York, we sought to carry into effect the maximum provisions of the act. To do this, required (a) five periods a week of physical training and supervised recreation, (b) the setting up exercises between recitations, (c) the daily health inspection (d) systematic instruction in hygiene each week.

No high school has had sufficient gymnasium accommodations to provide for all its pupils a daily period of physical training or recreation; but many of the schools have met the requirement by the use of play grounds or armories. It had been expected in the spring of 1917 that every armory in the neighborhood of a high school could be used for this physical training work but the use of armories for direct war purposes interfered with this plan. The armory in Flushing has been used through-

out for this work, enabling the school to give its students a daily period of physical training; and the 23rd Regiment Armory in Brooklyn has been used by the Girls' High School for the greater part of the year.

I submit a report from Erasmus Hall to show what can be done by a physical training teacher who has energy and organizing power in utilizing the playground for physical training purposes. It is to be hoped that in the future more of our physical training teachers will see the desirability of taking their pupils into the open whenever possible for this physical training work. It is encouraging to see that the physical training teachers are more and more introducing the play element into the daily program. This will inevitably lead to a greater use of the outdoor gymnasium.

I visited a high school on a warm spring afternoon this past year and found the teacher conducting his class in physical training in a dirty auditorium, poorly ventilated, although just a few feet away was a large athletic field in good condition on which some boys of the morning session were training for track and playing other games. In my own experience, I have found it difficult to induce the physical training teachers to depart from the routine of the regular gymnasium work. We are just beginning to realize the possibilities of physical training in making over the youth. The new requirements of a daily health inspection and the teaching in hygiene will, it is to be hoped, open our eyes to the duty we owe these boys and girls in the matter of physical reconstruction—a work which naturally falls to the physical training department.

As an illustration of what ought to be done in every school in this city, allow me to submit the report of the work, accomplished this past year, in carrying out these two requirements by the department of hygiene in the DeWitt Clinton High School in cooperation with the physical training department—the joint work being under the direction of Dr. John D. McCarthy, acting chairman of the Biology Department, who has studied for several

years the connection between the physical condition of the child and his mental development and progress in school. After reading what has been accomplished in one school, I feel sure you will be convinced that this same kind of work should be carried on in every high school; that to this end there should be a school physician in each school and that to bring about a greater degree of efficiency throughout the schools, a bureau of hygiene or physical reconstruction should be established. Such a bureau should have as its director a man who, because of his knowledge of boys and girls as a teacher and his studies of this interrelation of the physical and the mental life of the child, shall be able to train our teachers to detect those pupils whose seeming dullness is due to physical conditions which are remediable, and who shall also be able through cooperation with the clinics, hospitals and specialists, to arrange for treatment for those children who need it and who, for want of it, are impeding the progress of the other pupils and wasting their own lives.

A similar discussion was made in a recent report of the correctional work of the department of physical training of Washington Irving High School. Results in this field, however, need to be repeatedly brought to the attention of our high schools, since reconstruction work is so vital to the welfare of the students and at the same time, with our present equipment and teaching force, is so difficult of accomplishment.

REPORT ON THE WORK IN HYGIENE, 1917-1918
DEWITT CLINTON HIGH SCHOOL

BY

JOHN D. MCCARTHY, Chairman of Department

The Welsh-Slater Law, passed by the State Legislature in 1917, called for (1) more work in *Physical Training*, (2) for a *yearly medical examination*, (3) for *instruction in Hygiene*, and (4) for a *daily hygiene inspection*. The first type of work was attended to by the Physical Training Department, the second by the Department of Hygiene and Physical Training, and the third and fourth by the Department of Hygiene.

ORGANIZATION OF SUBJECT MATTER

The work of the Department of Hygiene was greatly facilitated by the action of the Principal in having the subject put in the curriculum, as a regular one-period subject which each boy was required to take. Exceptions to this rule were made in the case of pupils taking Biology, who were excused from taking Hygiene for the term during which they were taking Biology. Inasmuch as the work was new, it was considered inadvisable to attempt to grade it and arrange for different kinds of work each term. To have done this would have been to increase the difficulties of the Program Committee and also the difficulties of the teachers of Hygiene.

It was considered better to arrange the work in a three-year cycle—since the boys of only the last three years were taking it—and to attempt to adapt the work to the maturity of the pupils. This, we have tried to do, but it is not easily done, since the boys in any one Hygiene class may be from three or more different forms. Still, much more can be done with this problem than has been done up to date.

It was decided early in the school year to follow, for a time at least, the syllabus in Hygiene prepared by the Biology Teachers'

Association. This syllabus was very suggestive but we found it advantageous to deviate from it at several points in order to make the work more practical and thus more effective. We have made a serious attempt to give the boys something of definite value to them—that is, we have tried to give instruction in the prophylaxis of disease and also to give definite assistance in the removal of physical defects. During the study periods, we have used two books, "How to Live," by Fisher and Fiske, and "Human Mechanism," Part II, by Hough and Sedgwich.

Much of the information that the boys need is not to be found in these text-books and was given by a modified lecture method—that is, we encouraged a conversational exchange in the classroom, giving the boys an opportunity to contribute the results of their own experiences. This method was used particularly in connection with the work on "Constipation and Cathartics." The text-books generally give no information of value on this subject, but the need for it is great. Large quantities of patented cathartics are consumed in this city yearly and serious disease conditions are produced thereby. The Hygiene teachers gave definite information on the use of the *five* cathartics found in the U. S. Pharmacopoea and which can be obtained in a pure state from a druggist. These cathartics are castor oil, epsom salts, citrate of magnesia, cascara sagrada and calomel. In connection with each drug the boys were told the average dose for a child and for a person of 16 years (adult); the proper time to take the drug; its action; and finally its after effects. Boys were encouraged to confine the use of cathartics to these five (5) drugs.

The outline of the course for the past year follows:

OUTLINE OF THE COURSES IN HYGIENE AS GIVEN AT THE
DE WITT CLINTON HIGH SCHOOL

I. Posture:

1. Posture as the cause and effect of disease.
2. Use of abdominal supports, suspensories, shoulder braces, etc.
3. Breathing exercises.
4. Muscle tone.
5. Weak feet and flat feet.
6. Corrective exercises.

- II. Breathing and Ventilation:
1. Importance of proper breathing.
 2. Posture and breathing.
 3. Rapid and slow breathing—their significance.
 4. Adenoids, enlarged tonsils and polyps.
 5. Hygiene of the nose; use of sprays, inhalations, douches, etc.
 6. Skin breathing and the hygiene of the clothing.
 7. Ventilation and mental and physical efficiency.
 8. What constitutes good ventilation.
 9. Methods of ventilating home, schoolroom, etc.
 10. Occupational diseases and the hygiene of the respiratory tract.
- III. Dust and Its Dangers:
1. Composition of dust.
 2. Dust and disease.
 3. Methods of sweeping and cleaning.
- IV. Foods and Their Uses:
1. Composition of foods.
 2. Body weight and health.
 3. Diet in youth and in middle and old age.
 4. Use of hard, bulky and uncooked foods.
 5. Vitamines.
 6. Acids and inorganic salts.
 7. Mastication.
 8. School lunch.
 9. Indigestion, hyperacidity, etc.
 10. Food and the war.
- V. The Teeth:
1. Structure and uses of the teeth.
 2. Diseases of the teeth (tartar, green stain, caries and pyorrhea).
 3. Examination of the teeth.
- VI. Constipation and Cathartics:
1. Causes of constipation.
 2. Treatment of acute and chronic constipation.
 3. Cathartics—use and abuse:
 - (a) Five examples (castor oil, Epsom salts, citrate of magnesia, cascara, calomel); dosage, time to take each, indications, action and after effect.
 - (b) Practical exercise to disclose headaches, constipation, floating specks, etc.
- VII. The Eyes:
1. Structure of the eyes.
 2. Diseases of the eyes.
 3. Examination of the eyes by means of the Snelling Chart.

The practical examination of the teeth was made by grouping the boys in pairs and providing each boy with a chart of his teeth. Each boy was at the start either examiner or patient. The examiner recorded on the patient's chart the dental defects found. This examination was checked up by the teacher who also did everything possible to make sure that no contagion would spread by this exercise. The chart given below indicates just what was done here. I wish to make acknowledgment to Dr. Hunter for suggestions in regard to this part of the examinations. In all 2,326 boys were examined and the results of the examinations are given below:

Number of boys examined.....	2,326
Number whose teeth showed tartar.....	501
Number whose teeth showed green stain.....	345
Number whose gums showed pyorrhoea.....	313
Number whose teeth showed large cavities.....	1 047

At this point, Dr. L. L. Palmer of the Physical Training Department manifested a desire to take part in the work. The Principal approved his wish and he took a very active part in the dental work from that time forward. He first took all of the dental charts and appointed office hours during which he saw those boys who were in need of early treatment. He volunteered to give his lunch periods three days a week and also Saturday A. M. to professional work at the Vanderbilt Clinic for the boys of this school. Each boy desiring his services was required to file with him beforehand written permission signed by the parent to have the work done. In order to allow the boys a choice in the clinics of the city, a mimeographed list of the New York City clinics was prepared, a copy of which was given to each boy. Although boys were encouraged to patronize the private dentists, many of the boys could not afford to pay the exorbitant fees of most dentists and so considerable attention was paid to the public clinics. So far, I have heard of no complaints of the clinics but the boys are, on the contrary, much pleased with their work. As each boy had work done, he filled out a dental card giving information as shown below. These cards were filed with Dr. Palmer. Up to date, he has received 746 of them, indicating

that at least that number of boys had dental defects remedied between the dental examination of March 1st and that of June 1st. Boys were told at the conclusion of the first dental examination that a second examination would be given at the end of three months. This second examination was given June 1st-10th, and the names of those boys who still had dental defects were taken and by the authority of the Principal, those boys were notified that if the dental work was not completed in five days, they would be reported as having failed to comply with the State Law on Physical Training (Part C) and therefore would fail in Hygiene. This caused a stampede to the offices of dentists and to the clinics as a result of which 200 additional boys had their teeth treated, making a total of over one thousand. This left a residue of 200 boys who apparently could not be forced to have the work done this term. Pressure will be brought to bear on them next term.

The work was now developing into a series of drives on physical defects that interfere with scholarship. The next drive was on diseases of the digestive system—particularly on indigestion, hyperacidity, constipation and autointoxication. After preliminary instruction (indicated in the syllabus) the boys wrote out answers to questions on a mimeographed sheet supplied them. These sheets were collected and turned over to Mr. Worth, who offered to make a special study of the subject and give the boys advice or to indicate or arrange treatment at the Vanderbilt Clinic. Mr. Worth reports that he selected 100 of the worse cases and gave advice to seventy-five of them. He further reports that the seventy-five followed the treatment indicated and showed improvement.

The next drive was on the eyes. Dr. Mason had already done a great deal of work on the eyes of the incoming boys and had made a special study of the subject. He was asked to take charge of this part of the work and to indicate lines of procedure and methods of examination. Dr. Mason was much interested in the work and was very helpful to all of us. The examination showed that many of the boys were badly in need of treatment.

So far about one hundred boys have had their eyes examined. Further on all will be required to have a further examination, if one is needed before admission into the hygiene classes in September. A list of clinics was given to each boy. The results of the eye examination are tabulated below.

Number of boys examined.....	2,350
Number showing defective vision*.....	400
Number who, up to date, have had treatment.....	100

* Dr. Mason finds that 33% of the entering boys need glasses. Our figures show that 16% need them. Evidently 16% get glasses before they come to Hygiene.

DAILY MORNING HYGIENE INSPECTION

The organization of this feature of the work was not easy, partly because the section officers' period does not come until the end of the second period. There is always the difficulty of getting persons, who are untrained in hygiene to take an active interest in the work. On the invitation of the Principal, I attended a meeting of the First Assistants and explained the matter to them and made a plea for their assistance. The following week, on the invitation of Dr. Paul, Dr. I. Goldberger of Dr. Crampton's office, came to a Faculty Conference and explained the object of the daily morning Hygiene inspection. Some of the teachers expressed interest in the work and subsequent development showed that they were willing to take more than a passive interest in the work. The means of organizing the inspection by the Section Officers is indicated in the following sheet of directions.

NOTICE TO SECTION OFFICERS

"By provisions of the Welsh Law, each section officer is called upon to make a daily morning inspection in hygiene for (a) evidences of unhygienic living, (b) disease symptoms, (c) physical defects. To relieve the section officer of the routine part of this work so far as possible, it is requested that in each section a

student hygiene inspector be appointed whose duty it will be to assist the section officer in this work. Section officers will please send to Mr. McCarthy before May 18th, the names of the hygiene inspectors and will ask the inspectors to meet Mr. McCarthy in Room 314 during Assembly on May 24. You will find accompanying this sheet notices from Dr. Crampton's office which describe (1) the purpose of the daily morning hygiene inspection, (2) disease symptoms, (3) report sheets which are to be sent to Dr. Morse in Room 317 during the section officers' period in case boys needing medical attention are present. It will not be necessary for the section officer to determine the nature of the illness but simply to report that the boy presents symptoms. In case the boy needs immediate medical attention, he should be sent immediately to Dr. Morse. Teachers should be constantly on the lookout for cases of defective eyesight or hearing in their classes. The hygiene teachers recently made an examination of the teeth of the boys. This examination of the teeth disclosed the fact that 35% have tartar, 75% show symptoms of pyorrhea, 45% show cavities.

During the past six months, several cases of severe, nervous and mental derangement have been found among the boys. Teachers should report any cases of this sort to Mr. McCarthy who will arrange proper examination or treatment. Mr. McCarthy would also be glad to have the teachers report to him the names of any boys who are suspected of mental deficiency or boys who have been unable to get hold of themselves sufficiently well to enable them to do classroom work of at least passing grade.

A special arrangement has been made with the Vanderbilt Clinic so that boys from this school may have direct attention. The staff of the Department of Neurology is especially at the disposal of boys of this school for the examination and treatment of nervous and mental disorders.

The teachers of the Department of Biology and Hygiene are ready to help the boys with any matters pertaining to their

physical well being. Dr. Mason is always at the service of the boys for corrective eye work and Dr. Palmer for corrective dental work. Mr. Hunter or Mr. McCarthy will be in the Biology office (Room 321) during the section officers' period and their time will be at the disposal of the students."

Accompanying this sheet of instructions were the following sheets—the first describing and explaining disease symptoms that might be observed among the boys and the second providing for a report on any cases found.

SYMPTOMS OF ILLNESS IN CHILDREN WHICH SHOULD BE
OBSERVED BY SCHOOL TEACHERS AND THEIR
SIGNIFICANCE

Any deviation from the normal in a previously healthy child should always be regarded with suspicion.

Children with the following symptoms should be referred to the school Health Officer unless otherwise indicated.

GENERAL SYMPTOMS:

The beginning of most children's diseases show one or more of the following symptoms. Depending upon the severity of the symptoms, the pupil should be separated from others and watched, sent to the Health Officer, or sent home to the parents with a written explanation.

Disinclination to study or play.

General malaise.

Drowsiness.

Checks flushed or pallid.

Fever.

Chills.

Vomiting.

SPECIAL SYMPTOMS:

Cough—may indicate:

Bronchitis.

Simple cold in head or throat.

Tuberculosis (if continued over a long period).

Cases of measles.

SPECIAL SYMPTOMS—*Continued*:*Cough*—may indicate—*Continued*:

Cases of whooping cough.

Children who sneeze or cough should be taken from their regular seats and isolated, or excluded, if necessary. This is most important for these and other diseases are spread by sneezing and coughing.

Loss of Weight (imperfect nutrition) may indicate:

Tuberculosis (if associated with slight fever, pallor, swollen gland of the neck, limping or pain in the region of the spine).

Pallor indicates:

Anaemia (impoverished blood).

Shortness of Breath may indicate:

Heart trouble—if lips and finger tips have a tendency to become blue.

Lung trouble—if cough is also present.

Frequent Requests to leave the Room—may indicate:

Bowel trouble.

Kidney trouble.

Bladder trouble.

Local uncleanliness.

Bad habits, often caused by a condition known as phimosis.

Restlessness—may indicate:

Lack of sleep.

Lack of proper food.

Constipation.

Mental defectiveness.

Functional nervous disorders (St. Vitus' dance), especially if associated with shrugging of shoulders and head, fluctuations of the eyes, hands, or feet.

The student hygiene inspectors showed keen interest in their work. The position of inspector was particularly attractive to boys who were planning to take up medicine or dentistry. The boys appointed for this work simply assisted the section officer and it was not intended, of course, that the section officer should be relieved of the responsibility for the work. Dr. Morse, the school physician, reports that the number of patients coming to him increased perceptibly about the time that the Daily Morning Hygiene Inspection was instituted. With this year's experience

in mind, the daily inspection should be begun much earlier another term and taking advantage of a suggestion of Dr. Hunter—the student inspectors should be organized into a Hygiene Squad.

COOPERATION BETWEEN THE SCHOOL AND THE CLINICS

One subject in which I have been particularly interested is the matter of the clinic in its relation to the school. I do not believe that educators have appreciated the opportunities that lie here. Dr. Grossman in his recent book, "The Exceptional Child," calls attention to the need for further cooperation here. The clinic is needed by the school for two reasons: (1) because so many boys cannot afford the services of a physician, and (2) because the earlier stages of a more insidious disease, particularly the nervous diseases, cannot be diagnosed and treated by the general run of practitioners. The cooperation with the school, I find, is desired by the physicians attending the clinics because (1) they come across certain types of cases that ordinarily they would not reach, and (2) because they can do real work in Preventive Medicine.

Through the very generous sympathy of Dr. Frederick Tilney, Professor of Neurology, Columbia University, this school was able to make arrangements with the Vanderbilt Clinic, whereby DeWitt Clinton boys could receive diagnosis and treatment. According to this arrangement, all boys from this school desiring treatment reported to the Neurological Clinic where they were met by either Dr. Chas. A. McKendree, or Dr. Frank M. Hallock, of the Department of Neurology, who diagnosed the cases and then referred the boys to the proper department of the clinic. If the case was a neurological or psychiatral one, the patient remained with Dr. McKendree or Dr. Hallock. The only expense to which the boys were put was the payment of an admission fee of 10 cents, and in one or two cases, the expenditure of a small amount of money for some unusual remedy. Boys who needed dental work only, did not go through Dr. Tilney's Department but instead went directly to the Oral Hygiene Clinic. Dr.

Palmer reports that in the past three months 288 boys have received dental work at the Vanderbilt Clinic alone. We have not yet checked up the number of boys who received eye examination or treatment so I cannot give any figures here, nor can I say how many boys went to the Vanderbilt Clinic through Dr. Morse, as he has no figures available. I personally conducted over twenty boys to the clinic. These were special cases for the most part, *i.e.*, special cases where an oral history of the case had to be given to the examining physician. Several of these cases are important enough, I think, to be given in detail in this report as they illustrate the need for more remedial work of the nature provided particularly at the Vanderbilt Clinic.

Report on a few of the cases referred to the Vanderbilt Clinic:

(1) G—

Symptoms—Periods of nervousness come on about every two years and last about two months. Feels weak all over. Easily gets excited and flushed.

Diagnosis—Chorea.

Treatment—Treated by Dr. Hallock.

Result—Boy reports complete recovery two months later.

(2) B—

Symptoms—Dizzy in the A.M., nervous and irritable during day, poor appetite. Frequently eats no breakfast.

School Record—An unusually good student.

Diagnosis—Anaemia, adenoids and enlarged tonsils.

Treatment—Adenoids, and tonsils removed, given a tonic. Reported a gain of 10 lbs.

(3) J—

Symptoms—Nocturnal emissions five or six times a week, much worried, nervous, and has no energy; cannot concentrate, threatens suicide, eyes are listless and puffed.

School Record—At times, good; of late, poor.

Diagnosis—Emissions brought on by masturbation.

Treatment—Given electrical and manual massage of prostate gland and vesicles.

Result—Boy entirely cured in four months.

(4) H—

Symptoms—Nervous, worried, and hypersensitive. If he touches one side of the face, must touch the other side also; counts windows as he passes along the street, any mistake causes worry; one day forgot to count window No. 5, which meant that he would die in room by that window. If he puts down one mark on a paper, he must put down a fourth; this trouble has resulted in failure in several examinations because if he made a mistake once, he would deliberately make the same mistake up to four times. If he eats three slices of bread, must eat four. Does not like certain numbers, *i.e.*, 3 and 5. Has a code: No. 1 (father), No. 2 (mother), No. 3 (family), etc.

School Record—At times, good; at others, bad.

Diagnosis—Compulsion neurosis.

Treatment—Psychoanalytic method of Freud.

Result—Patient improving up to June 1st. At that time, Dr. Hallock enters the Army and patient goes all to pieces. Fails in all examinations.

(5) X—

Symptoms—Continuous headache for 4½ years.

Diagnosis—He was given every possible kind of examination but the cause of the trouble was not discovered.

(6) J—

Symptoms—Pains in chest for six months, no appetite, loss of weight.

School Record—Good, at times.

Diagnosis—Incipient tuberculosis and a spinal nerve pinched between two vertebrae.

Treatment—Medicinal and dietetic; social worker at the Vanderbilt Clinic induced family to move out of the tenement into a better neighborhood.

(7) I—

Symptoms—Paleness; undersized and listless.

School Record—Fair.

Diagnosis—Arrest in growth.

Treatment—Special course in medication; Pituitary secretion administered.

Result—In six months he gained two pounds and grew one inch.

A STUDY OF RETARDATION

Retarded pupils are too often classed simply as "dull." This, in itself, means nothing. It is not an explanation—only a description. "Dullness" may be due to actual mental inferiority, either hereditary, congenital or acquired, or it may be due to a lack of knowledge of English, or to the personality of the teacher, or to poor methods of teaching or to various other causes. With this in mind, I prepared with the help of Mr. Gombartz the accompanying sheet to be used in the study of backward pupils. Mr. Apisdorf examined the term sheets and selected boys whose school records had been conspicuously poor. During my free periods, I called these boys from their classes and examined them singly as indicated by the sheet to which attention has just been called. The physical examination was conducted at the Vanderbilt Clinic. The Binet Test used was Terman's modification, commonly known as the Stanford revision. I found this test very satisfactory. As a result of giving these tests, I was able to say in some cases to the teachers who had reported the boys as "dull" that they were boys of better than average ability. In one case, the boy had grown nearly twelve inches in twenty months and, as a consequence, lacked nervous control. In one other case, the boy was found to be blind in one eye; in another, the boy told me that he could not sleep at night as he had a fear of suffocation. An examination at the Vanderbilt Clinic showed that he had a suppurating bone in his nose and that the pus and catarrh thus formed was dropping into his throat. In addition, this boy was found to be deaf in one ear. In still another case, the Binet test showed the boy to be distinctly above the mental average for his age. Investigation showed that he had made an excellent grammar-school record, but that he had gotten into bad company and had recently been caught in a crap game. He may be a case of a square peg in a round hole; that is, it is possible that he belongs in a technical school. I felt that this might be an opportunity for cooperation with the Bureau of Vocational Guidance and so have reported the case to Mr. Delaney and I hope to arrive at some conclusion, as a result of the conference, that will be of value to the boy.

I should like to have done much more with the Psychological Clinic, but I found that ten boys were all I could handle with the other work that needed my attention.

THE FULFILLMENTS OF THE REQUIREMENTS UNDER THE
WELSH LAW IN ERASMUS HALL HIGH SCHOOL

Although this school has no gymnasium for boys, it has a sufficient campus for the training of all of them when the weather allows of outdoor exercises. The result has been that in the supervised recreation, we have been able to put into games every boy in school three days every week, and in addition to that, we have had athletic contests of various kinds during the noon periods, so that there is not a single student in this school at present, either boy or girl, who does not get athletic training every day of the week during the good weather. We feel that the introduction of this policy has interested great numbers of students in their physical well-being as never before, and that the whole idea of a few picked boys or girls to play in games while the rest applauded has been overthrown in favor of a more general athletic activity. I give a typical program of Playground Games.

Volley Ball	Dodge Ball	Swat the Fly
Centre Ball	Snatch the Club	Poison Snake
Black and White	Indoor Baseball	Chinning

TRACK ATHLETICS:

Sprints	Jumping (standing and running)
High Jump	Discus Throwing
Shot Put	Pole Vault
Hurdle	Relay Races

During the physical training period, sixteen teams of fifteen boys each have been in action. The winning team of each class represents that class on the noon hour athletic schedule.

As there are seven classes of physical training a day, it is evident that this year we have had 112 teams which have played indoor baseball at least three periods a week.

The noon hour athletic scheme has been a remarkable success in arousing enthusiasm.

The work of the girls, both indoor and outdoor, has resulted in the first Girls' Field Day—in which one thousand contestants took part.

INADEQUATE FACILITIES FOR PHYSICAL TRAINING

The following report of Director Crampton on facilities for physical training in high schools shows the difficulties incurred in trying to carry out the requirements of the Welsh Law and the provisions that need to be made for high schools if the law is to be completely enforced.

"A careful study of the physical training in the high schools has been made. It is apparent that they lack facilities to give all of the students physical training in accordance with the law. This fact is of great moment. The law requiring additional physical training was passed by the representatives of the people, who, experiencing an awakened realization of the inadequacy of the provision for the development of health and vigor, made their wishes known for the benefit of their children.

"I wish respectfully to urge upon you the fact that physical training is not only pre-military training, acknowledged by all to be of the greatest importance and value as a military asset, but is the essential foundation of efficient citizenship. And it is being neglected.

"In spite of the fact that there are competing claims of great urgency for the consideration of elementary school buildings, and the provision of adequate play and physical training facilities for these schools, yet the claims for consideration of the high school children are urgent, and not to be denied. These students are closer to the firing line, and need our most devoted effort.

"Some of the conditions in the high schools are little short of scandalous. These facts have been repeatedly called to your attention during the last two years. The facilities were inadequate and inappropriate for physical training previous to the enactment of the Welsh Law.

"After repeated consultations with the principals, with members of your Board, with the Building Department and with others, Dr. Way has prepared, in conference with me, the enclosed recommendations. They are approved by the principals and urged by them. They are based upon their registers as of March 31. With certain exceptions noted in the report, the adjustment is made to a program of eight periods a day. The minimum floor space for pupils, *i.e.*, 36 square feet,

is taken as a basis. If more space could be provided, it would be well, for, with a minimum provision, minimum results accrue, and the maximum is desired and indicated."

SUMMARY OF REPORT

School	*Regis- ter	Re- quired	Pres- ent	Addi- tional	Recommended
MANHATTAN AND THE BRONX					
1. Clinton.....	4,000	18,000	8,580	9,500	Acquire property west of school and build.
2. Commerce.....	2,046	9,225	4,939	4,300	Improve playground as recommended and approved by the Board of Superintendents, Nov. 22, 1917.
3. Stuyvesant.....	4,423	14,400	9,800	4,600	Erect two additional gymnasiums of the roof each 60 x 40.
4. Morris.....	4,000	15,000	7,200	7,800	Erect buildings for Physical Training on present site.
5. Evander Childs...	2,000	9,000	4,000	5,000	1. Utilize part of lunch room as temporary gymnasium. 2. Acquire additional land and erect building containing gymnasium.
6. Wadleigh.....	2,477	11,600	5,774	5,826	Change suitable classrooms into gymnasiums.
7. Washington Irving	5,350	16,200	12,087	4,200	Enclose present roof playground.
8. Julia Richman.....	3,580	.....	.....	.....	New building.
BROOKLYN					
9. Boys'.....	2,610	11,700	8,000	3,700	1. Cover roof of present auditorium. 2. Acquire land west of building and erect gymnasium.
10. Manual Training..	2,610	11,700	4,160	6,540	Erect two gymnasiums on present playground.

* Register is of main building only.

School	*Regis- ter	Re- quired	Pres- ent	Addi- tional	Recommended
BROOKLYN— <i>Continued</i>					
11. Erasmus Hall.	3,271	14,850	7,987	.....	Erect additional building as recommended and approved by Board of Superintendents, Nov. 22, 1917.
12. Commercial.	2,895	13,050	8,630	4,420	1. Erect gymnasium on roof. 2. Acquire property west of school and build gymnasium.
13. Eastern District.	1,936	9,000	8,630	.....
14. Bushwick.	9,993	9,000	5,400	3,600	Erect gymnasiums adjoining the present building or construct additional gymnasiums on present roof.
15. New Utrecht.	734	3,300	.....	3,300	Erect gymnasium building on present site.
16. Girls'.	2,200	12,150	2,100	10,050	Three-story building in North Court.
17. Bay Ridge.	1,711	7,300	4,200	2,050	Acquire land south and across the street and build gymnasiums.
QUEENS					
18. Bryant.	1,235	5,550	None	5,550	Planned and authorized addition.
19. Newtown.	1,300	5,850	None	5,850	Planned and authorized addition.
20. Flushing.	1,001	4,500	4,081	419	No recommendation at present.
21. Jamaica.	1,080	4,660	None	4,660	Build two gymnasiums in present yard.
22. Richmond Hill.	1,500	6,750	None	6,750	Erect building with two gymnasiums on present ground.
23. Far Rockaway.	401	1,800	3,174	.....	Cover area between wings for playground.
24. Curtis.	964	4,338	None	4,338	Addition authorized. It should contain requisite space."

* Register is of main building only.

SUMMARY OF REPORT

Wherever we have been able to carry out the provisions of the Welsh Law and give the pupils one period daily of physical training, an improvement of the physical condition of the pupils has been noticed. It is evident that the recommendations of this report are most timely. We have come to realize as never before the value of sound bodies as a national asset. When we are spending billions for war, we should be able to find money as a war measure for providing the facilities for physical training, without which our boys and girls will not be equipped for the nation's service. For this program a large amount of money will be needed. It should be provided even though the legislature must be invoked to authorize the issue of bonds.

From Table "A" we note that of 12,115 pupils who entered the high schools in September, 1917, 705 (1 of every 17 pupils) did not pass a single subject, that 916 passed but one subject and that 1,349 passed but two subjects. A total of 2,970 pupils, or one in four of those who entered failed to complete more than 50% of the prepared subjects on their programs. A fair statement would be that one-fourth of all the pupils who entered the high schools in September, 1917, met with failure in the first six months of high school. The question then arises, where lies the responsibility? For the 705 pupils who failed in every subject, the high school teachers can hardly be held responsible. Under the law of averages, it is hardly likely that any boy would draw four poor teachers at one time unless the high school principal is following the course against which he has been warned again and again, namely, placing his inexperienced and less competent teachers, especially substitutes, in charge of first-term classes. Any principal who follows this procedure is running into disaster with his eyes open. The same judgment may almost as safely be passed concerning the 916 pupils who passed in but one subject. It is hard to avoid the conclusion that these 1,621 pupils were graduated from the elementary schools without being trained how to study and without sufficient grounding in the elements of school training to permit them to pursue with profit

TABLE "A"

SCHOLARSHIP REPORT OF FIRST TERM PUPILS, ALL COURSES, IN ALL
HIGH SCHOOLS

(Furnished by Statistical Bureau)

Subject	JANUARY, 1918				JUNE, 1918			
	Num- ber of Pupils	Passed	Failed	Per Cent Pass- ing	Num- ber of Pupils	Passed	Failed	Per Cent Pass- ing
English.....	12,025	10,088	1,937	83.9	11,901	9,963	1,938	83.7
French.....	2,480	1,716	764	69.2	2,814	1,803	1,011	64.7
German.....	1,473	1,105	368	75.0	524	430	94	82.1
Latin.....	2,709	1,898	811	70.1	3,648	2,216	1,432	61.7
Spanish.....	4,694	3,348	1,346	71.3	5,494	3,912	1,582	71.2
Mathematics.....	11,286	8,445	2,841	74.8	10,664	7,998	2,666	75.0
Science.....	8,265	6,723	1,542	81.3	7,335	5,891	1,444	80.3
Bookkeeping.....	2,547	2,228	319	87.5	859	783	74	91.4
Mechanic Arts.....	449	414	35	92.8	915	815	100	89.1
Sten. and Typewriting.....	450	397	53	88.2	238	184	54	77.3
Domestic Art.....	190	180	10	94.8	151	138	13	91.4
Penmanship.....	1,286	1,063	223	82.7	915	815	100	89.1
Community Civics (H. S. Com. Econ.).....	.....	.....	.....	.....	592	550	42	92.9
Manual Training.....	74	65	9	87.8	5	3	2	60.0
Sewing.....	95	91	4	95.8	.....	.....	.....	.....
Commercial Geography.....	65	54	11	83.1	.....	.....	.....	.....
Business Forms and Penmanship.....	.....	.....	.....	.....	295	280	15	95.9
Pen. and Bookkeeping.....	.....	.....	.....	.....	902	768	134	85.1
Vocational Studies.....	.....	.....	.....	.....	134	125	9	93.3
Typewriting.....	.....	.....	.....	.....	261	202	59	77.4
Cooking and Sewing.....	.....	.....	.....	.....	.....	25	5	83.3
Totals.....	48,048	37,815	10,273	78.6	47,647	36,903	10,774	77.4

training in more advanced subjects. The primary remedy for this condition is not the one so often suggested, an examination for admission to high schools. The remedy lies rather with the district superintendents who, on the basis of the reports, regularly sent them from the high schools, should call to account the

TABLE "B"

NUMBER OF SUBJECTS PASSED BY PUPILS OF FIRST TERM WHO ENTERED HIGH SCHOOLS SEPTEMBER, 1917, AND FEBRUARY, 1918

JANUARY, 1918

Courses	Number of Pupils	4 or More	3	2	1	0	Total Subjects Passed	Average Subject Passed per Pupil
General	5,755	3,157	1,087	653	453	405	17,648	3.1
Commercial	4,964	2,893	974	543	353	201	15,933	3.2
Technical	765	537	120	48	33	30	2,631	3.4
Manual	581	232	109	100	72	68	1,527	2.6
Homecraft	50	20	16	8	5	1	149	3.0
Totals	12,115	6,839	2,306	1,349	916	705	37,888	3.1

*JUNE, 1918

Courses	Number of Pupils	4 or More	3	2	1	0	Total Subjects Passed	Average Subjects Passed per Pupil
General	5,797	2,993	1,092	741	539	367	17,269	2.9
Commercial	5,024	2,822	1,053	573	335	239	15,928	3.2
Technical	934	652	183	49	13	37	3,269	3.5
Manual	92	55	14	11	9	2	293	3.2
Homecraft	36	17	6	5	3	3	99	2.8
Cooperative	67	16	18	12	12	9	154	2.3
Totals	11,950	6,556	2,366	1,391	911	658	37,011	3.1

* Entered February, 1918.

principals and teachers who graduate these poorly equipped pupils. A secondary remedy would be an earlier sifting of the pupils by the principals of the high schools so that these poorly prepared pupils may be placed in classes which will move at a slower rate, taking possibly three terms to complete two terms'

work or even two terms to complete one term's work. Just as we advocate rapid advancement classes for the bright pupils, so we should advocate slow advancement classes for the subnormal pupil. The present method of allowing such pupils to fail and then repeat the work in the same kind of class as before is most wasteful. My experience convinces me that for the great majority of pupils repeating work is ineffective, in many cases disastrous. The habit of failure once formed in school may attend the pupil through life. If the high school principals and teachers would make it their first business to plan slow advancement classes for these slow or lazy pupils, I believe a considerable proportion of them could be saved to complete the high school course but not in four years.

For the 1,349 pupils who passed in but two subjects, a large share of responsibility must rest with high school teachers, especially with the teachers of certain subjects. In January, 1918, of every 100 pupils who studied French, 31.8 failed to pass, nearly 1 in every 3; of every 100 who studied Latin, 30; of Spanish, 28.7; of mathematics, 25.2. If our soldiers in France had shown the same record of failure to carry out successfully the tasks assigned them, the war would still be going on. If our losses in battle had been so great during the same six months, our generals would have been court-martialed for inefficiency. Such a record cannot be defended.

The figures for June are even more deplorable. In French, of every hundred pupils, 36.3 failed; in Latin, 39.3; Spanish, 28.8; mathematics, 25. This is a veritable slaughter of the innocents.

What then is the remedy? It is certainly not one of arbitrarily lowering the passing grade or accomplishing the desired result by promoting the unfit. Such methods ultimately impair the characters of the teachers and pupils and render effective work in such schools almost impossible.

Under our elastic requirements for graduation from high school and the resulting free election of subjects it is possible for

a student to avoid those subjects for which he lacks aptitude and interest. It is time we frankly recognized that some pupils are so devoid of an ear for language sound, so deficient in ability to detect word relations and word formations that for them progress in language studies entails a consumption of time and energy which is not warranted by the resulting gain. In fact, for many of these students there is no resulting gain but rather a positive loss by reason of the habit of failure established. Many of these students can be detected early in the term by the observant teacher and assigned to other subjects. The most urgent need in our high schools today is an effective test for language ability by means of which those doomed to failure could be deflected into other subjects when first they enter the high schools. This subject is discussed elsewhere in the report by Mr. Wilkins.

The great majority of pupils do have language sense and yet they fail because of poor administration and poor teaching; because of poor administration inasmuch as pupils of diverse ability are grouped in the same language classes and the pace is set for the median pupil; because of poor teaching, since the teacher who has adequate grasp of the subject matter and even a very considerable mastery of method is obsessed by that most fatal delusion that it is his imperative duty to cover that portion of the syllabus assigned for the term no matter what happens to the pupils. It is trite to say that the business of the teacher is to teach the pupil by means of the subject, not to teach the subject and above all not to teach the syllabus, which is but an aid to the teacher and never an end in itself. The tyranny of the syllabus could well be investigated by our various teachers associations. As I have talked with teachers I find them fatalistic in this matter of the failure of pupils. In language work from 25% to 35% of the pupils seem to be foreordained to failure; in algebra a little less, and yet there are teachers who year after year manage to promote 85 to 90 per cent of their pupils and these pupils sustain themselves in the advanced work. It is time that every high school principal recognizes that a record of 30 per cent of failures for a department in the first term of the high school is a disgrace to the school, that it is a

sign of incompetence on the part of some one, that this condition can be remedied and that it is his business to remedy it. Pupils are not sent to us to develop habits of failure but habits of success. The situation indicated in Tables "A" and "B" is so serious as to demand radical action. There are no fixed restrictions as to content, scope, methods or ground to be covered in any subject. Instruction must be adapted to the particular student. Our task is to teach John Smith, a very real boy, not the average boy, not the hypothetical boy. The administration problem of grouping students of like fitness is difficult but more can be done than has been done heretofore. But the remedy is, in the last analysis, one of teaching. If all our teachers could teach and would teach as some teachers do in every subject and in every school, the failures would be few. The first step toward reform is for every principal and for every teacher to realize that, as a general rule, high percentage of failures term after term means poor teaching and a poor school. Having once realized this both principal and teacher will seek for the causes of this poor teaching and then for the remedy.

When principal of the DeWitt Clinton High School, I discovered that Mr. Bedford of the Department of Biology had a very low percentage of failures among the first-term pupils assigned him. I learned further that it seemed to make little difference whether we assigned Mr. Bedford the best section in the class or the poorest section. He seemed to bring nearly all to a passing grade. I recently looked at his record of promotions of first-term pupils and found that for January, 1913, 5% failed; June, 1913, 9%; and January, 1914, 8.8%; whereas, as cited above in June, 1918, 19.7% for the entire city failed to be promoted in biology.

I have asked Mr. Bedford to tell me how he obtained such results with the poorly prepared students we assigned him. His answer is as follows:

"In my work with first year pupils, I have used no special methods but have only attempted to apply those principles which are generally recognized as governing good teaching.

"My guiding idea has been, not to lose 'contact' with the thinking of the pupils. As soon as a break between the student's train of thought and that determining the development of the lesson occurs, the lesson has ended so far as any value to the pupil is concerned. Teaching over the heads of the pupils is not teaching.

"The pupils' interest and ability to understand, not the logical arrangement of material and the teachers' idea of what the pupils should get, should dominate the lessons. This does not mean that the course is to be a haphazard one, wandering first this way and then that way because of chance or irrelevant suggestions of pupils. The skill of the teacher is tested by his ability to subordinate incidental to essential matters and, by relating the material to the experiences of the pupils, to carry forward the work in a definite direction.

"In order that the 'contact' with the thinking of the pupils may be kept, the work must begin with something of interest to the pupils, with an endeavor to answer something that they want to know. The solution of this problem, in turn, should lead to another problem, so that the course progresses from problem to problem, all of which are directly connected with his experiences. Work, which if disconnected with something the pupils want to know, would be drudgery and done in a half-hearted way, is done with enthusiasm when needed to help solve a problem. Compelling a pupil to do something for which he sees no reason, for so-called discipline, seems to me to be asinine.

"I cannot carry on a class unless all are working together. Some teachers apparently get good results by permitting a portion of the class to work at the board while a recitation is carried on with the remainder. I cannot get satisfactory results unless every mental step of the recitation period is followed out by every student. There are times when the entire class should be concerned with individual laboratory work but even in this work I have had the best results with first year classes when, with the material in the hand of each pupil, the laboratory work, has been carried on as a class exercise. First-hand knowledge which may be obtained both from experiences outside the class room and from observations and experiments in the class room or laboratory, must be the foundation of the work. Laboratory work, however, unless it is undertaken to solve a particular problem, degenerates into busy-work and a waste of time. In the same way, the use of charts, lantern slides, black-board work and use of text-books must be subsidiary to the development of a clear understanding by the pupils.

Pupils must get a many-sided view of a topic. This is obtained by calling on previous experiences to explain the topic in hand and the application of the solution of the present problem to the better understanding of previous topics with which it is related. Thus every advance lesson is also a review lesson. As the work of the term progresses, because of this constant attention to relations, there develops in the minds

of the pupils, rounded wholes of certain big topics together with their relationship with other topics. Reviews, in the way in which they are frequently conducted, I believe, are of very little value and even harmful. Too many pupils fail in examinations because they have considered an idea or fact from only one viewpoint and the so-called review has been simply a repetition of the old view. These pupils may be able to pass an apparently brilliant examination if the questions are made by their own teacher but fail miserably, frequently to the surprise of their teacher, if the questions, although on the same topics, are made by some one else. This will not occur if the pupil has become accustomed to the many-sided study of a topic and has developed the habit of relating the present work to other experiences.

"I have endeavored to state two points which have, more than any others, governed me in dealing with first year high school pupils:

1. The pupils must react mentally at every step in the lesson.
2. The pupils must get a many-sided view of the various topics and an understanding of their inter-relationships."

The thought brought out so strongly by Mr. Bedford that "as soon as a break between the student's train of thought and that determining the development of the lesson occurs, that lesson is ended so far as any value to the pupil is concerned," has equal validity for teachers of first-year subjects other than biology. A teacher who is constantly watching the faces of his pupils as he conducts the recitation can quickly detect the instant that break comes. Teaching a class of forty pupils has always seemed to me like driving a team of forty horses with forty reins, each of which must be kept taut. The teacher so immersed in his subject that he forgets the pupil soon has numerous loose reins, soon loses contact with the thinking of the pupil, soon has begun to pile up his 30% of failures—his failures, not the pupils' failures.

MODERN LANGUAGES

For a number of years it has been evident to those engaged in high school work that many pupils who elect modern languages have no native ability in this branch of study and have wasted much time and often much effort in language classes. Experienced teachers agree that at least 20% of the pupils who choose

a foreign language have very little linguistic ability and that for them it is time wasted or worse to attempt to learn Latin, French or Spanish, or, in the past, German.

There seem to be but two remedies for this situation, both of which look to the elimination of this 20% of unfit students of language: (1) a predetermination test as a means of elimination, and (2) elimination after a trial period of four or five weeks.

Professors Briggs and Kelly, of Columbia University, were asked the past year by Principal Wolfson of the High School of Commerce to institute in the school tests to determine fitness of pupils to take up the study of foreign languages. Six tests to determine general intelligence, were given in the Annex of the High School of Commerce in May 1918, to pupils in the first term. These tests were: 1, Opposites test; 2, Briggs Analogies test; 3, Substitution test; 4, Learning nonsense syllables; 5, Free association; 6, Completion exercise. The results of these tests will be compared with the term mark in language to determine whether ability to pass these tests also means ability to pass in the language work. No conclusions have been made as yet. Some of these tests may be excellent, others altogether unsatisfactory. The whole matter is in the experimental stage, and it may be necessary to work out entirely different tests. The important fact, however, is that something definite has been done.

It is exceedingly difficult to predetermine by any test fitness of a student for foreign language study, especially in view of the fact that the expert psychologists have so far been unable to devise a satisfactory test for memory, which is a considerable factor in the mastery of a foreign language.

In lieu of any such test, it would seem best to permit those who so desire to begin the study of a foreign language and to continue it for a period of four or five weeks, during which they are under close observation and, frequent testing in various ways, after which, if they show themselves quite unfitted for this, they should be transferred to another subject, such as civics, general

science, or commercial geography. It is most highly desirable, however, that every effort should be made to arrive experimentally at an effective elimination test for foreign language study. The teacher who devises such a test will render a most valuable service to the boys and girls of our city and to the taxpayers of the city. The investigations which would need to be made in order to devise such a test would undoubtedly shed much light on the teaching of foreign languages. What is even more desirable is to establish some correlation between the pupil's record in the elementary schools and success or failure in modern language work in high schools.

During the past year, the swing toward Spanish has been accentuated. This trend away from German, the chief foreign language studied in our schools in the past, and toward French and Spanish, is clearly seen in the following tables:

OCTOBER, 1917

Terms.....	I	II	III	IV	V	VI	VII	VIII	Total
French.....	5,075	2,525	2,644	2,036	1,214	1,024	271	181	14,970
German.....	3,151	3,862	3,523	2,846	1,874	1,568	375	312	17,511
Latin.....	4,118	3,113	2,731	2,010	1,599	1,271	493	330	15,665
Spanish.....	7,776	4,577	1,990	937	615	315	119	46	16,375

FEBRUARY, 1918

Terms.....	I	II	III	IV	V	VI	VII	VIII	Total
French.....	6,539	3,981	2,458	2,332	956	851	102	124	17,343
German.....	1,097	2,389	2,935	2,705	1,616	1,636	285	293	12,956
Latin.....	3,706	3,270	2,851	2,365	1,823	1,655	382	424	16,478
Spanish.....	10,309	5,875	2,958	1,567	533	376	77	76	21,771

The problem created by this situation has been difficult. Teachers of German could not well be dropped from the teaching staff because there was little demand for German. Many of these were the older and more experienced teachers of our system. They were encouraged to prepare themselves in some other subject and to secure eventually, in the usual manner, a license therein. It was deemed best to allow these teachers a

reasonable period for this preparation. Then, if they have not equipped themselves for other work, it would seem advisable to release them from service. A permanent license does not necessarily mean a permanent post. If the subject in which a teacher is licensed ceases to be taught, it has been ruled by competent authority that a teacher of that subject may be dropped. It is to be said, however, in justice to the teachers of German, that with very few exceptions they have shown a willingness to prepare in another subject. Many of them have, by work in summer schools, university extension courses and by private study, fitted themselves to teach other subjects, ranging from physical training and hygiene to Spanish and French. Some of these teachers have already secured licenses in the new subjects and have been appointed therein.

The Board of Superintendents took action by a vote of 7 to 2 in May, 1918, to discontinue the teaching of German in all schools to the extent that no beginning classes in that language should be established in September, 1918. The Board of Education in June, 1918, unanimously concurred in the recommendation of the Board of Superintendents. It seems quite probable that all instruction in German will terminate in June, 1919. I have ruled that German is not necessary for graduation; that by allowing one-half unit of credit for each half-year of German completed successfully and by adding to the units thus obtained, units similarly obtained in the later study of another modern language, a pupil may thus be credited with the two or three units of language study necessary for graduation.

The assignment to the office of the Associate Superintendent in charge of the High Schools, of Mr. Lawrence A. Wilkins, First Assistant in Modern Languages and Chairman of the Department of Spanish of the DeWitt Clinton High School, to assist in the supervision of the modern language work in the high schools, have been continued.

Under his direction there has been prepared a syllabus of minimum work in grammar and reading for each term or half year

in the study of each modern language. This syllabus, the plan for which was first tried out successfully in Spanish, makes for uniformity throughout our schools in the minima of grammatical material and in the minimum amount of reading to be done. A list for each term of tests chosen from the catalogue list of approved books is indicated as suitable material from which individual schools may choose. This syllabus, adopted in April, 1918, by the Board of Superintendents, has served as a model in the planning of modern language work in the schools of other cities and states.

He has visited all teachers of modern languages who were considered for an award of superior merit, approval of service, renewal of license or granting of permanent license and has reports of these visits made in detail. One copy is filed with the teacher's principal who transmits it to the teacher and one is filed with me for my enlightenment. In superior merit cases, a copy of his report has been attached to the blank forwarded to the Superior Merit Board.

He has held conference in the schools with teachers immediately after visiting them, with heads of language departments, concerning the problems of the departments, and with principals of the schools concerning the same matters.

He has called in conference from time to time in separate meetings the heads of the various languages taught and considered with them the problems peculiar to the teaching of the language they represented. All these conferences have resulted in an excellent *esprit de corps* among language teachers—a renewed enthusiasm and a whole-hearted cooperation that has been particularly gratifying. This has resulted in the face of very great difficulties, inherent in the gradual dropping of German from the curriculum and the marked increase in the study of French and Spanish.

He has continued to edit and publish monthly, for the benefit of the modern language teachers, the Bulletin of High Points.

This bulletin has had very marked professional and inspirational value. The editorial, special articles, summaries of the best things done, or "high points," in modern language classes of the high schools, and the news and announcements given of matters of special interest to language teachers have all had an invaluable influence in developing better instruction in this branch of study. Letters of approval and appreciation are constantly received, not only from local teachers but from educators in many parts of the country, in praise of the good effect of the bulletin. The history teachers are now planning the establishment of a similar publication and the modern language teachers of Philadelphia have made definite plans to issue a similar bulletin, and one of the departments of supervision of the New York State Department of Education is contemplating a similar plan.

In the midst of these fluctuating conditions he has succeeded in attracting to the city experienced teachers of Spanish; he has assisted the Board of Education in the testing of candidates for teaching positions, and while raising the standard of the teaching of modern languages in our schools, he has won the cordial support of the teachers, principals, and examiners with whom he has worked. This most vital work must be done by some one. The establishing of the position of Director of Modern Languages was advocated in annual reports for several years by Superintendents Maxwell and Bardwell. The improvement in modern language teaching in high schools has abundantly justified the cost. To discontinue this work would result in a decided lowering in efficiency at a most critical time, when we need more than ever the most effective teaching of modern languages in our high schools.

The purely pedagogical and inspirational work so successfully accomplished by Mr. Wilkins deserves full recognition. I earnestly urge that because of the need of such leading and supervision, and because of his demonstrated ability therein, Mr. Wilkins be duly appointed by the Board of Education, Director of Modern Languages in High Schools, license for which post he holds from the Board of Examiners.

HIGH SCHOOL SUPERVISION

Allow me to emphasize the conviction expressed in my report of last year that the decrease of failures in high schools, the transformation of a habit of failure into a habit of success, this resulting conversion of a poor school into a good school, is the chief task of every high school principal. To this task, he should devote his energies during the school day and not to routine duties which can be assigned to subordinates. This past year, the position of administrative assistant has been authorized for the express purpose of freeing the principal for the purely pedagogical side of the work. Therefore, there is little excuse for the principal who maintains he has little time for his duties as principal teacher. He should be found in the classrooms during the hours the school is in session, inspiring and guiding his teachers. Interviews with teachers and pupils can be postponed till the close of school and even parents can be made to content themselves with interviewing the administrative assistant. The great obstacle to the vitalizing of our high school teaching is the principal who is unable to delegate responsibility and authority and who therefore is forced to neglect the great opportunity which could be his of being the energizing force in every department of the school. Such a principal is out of his place in our large high schools. The power of delegating work grows with its exercise. The principal must learn to deliberately keep out of his office as an act of will until he has freed himself from the enslaving clutch of the swivel chair. The principal cannot suggest remedies for poor teaching unless he knows firstly that there is poor teaching, and secondly the causes of that poor teaching. He will discover poor teaching not only by visiting classrooms but also by a study of comparative ratings of pupils in various subjects. For the purpose of such study, the term sheet on which is recorded the grades of all pupils in a given section in all subjects is invaluable. If the pupils who have identical programs or in large measure the same programs are grouped in the same section, a study of the term sheet will immediately suggest the question, "Why in the same section do certain boys fail in the same subject while passing in all other subjects?" Other pertinent questions will sug-

gest themselves. Such term sheets are used in most high schools but certain conservative principals have not yet seen their value and are thus neglecting to use a most valuable tool.

In the DeWitt Clinton High School, a summary blank is used for homogeneous sections which at once brings home the responsibility for failures especially in first-term classes.

I reproduce part of such a table.

FAILURES IN FIRST TERM CLASSES

Section	Section Officer	Total Boys	English	Number Failed	Foreign Language	Number Failed	Science	Number Failed	Mathematics	Number Failed	Total Failed	Number Failed	
(Latin)													
1	Kane...	34	Cohen...	2	Davis...	3	Wayne..	1	Kane....	3	9	6.6	
3	Masters.	31	Masters.	1	Davis...	1	Wayne..	4	Green....	13	19	15.3	
7	Brown...	35	Cohen...	4	Clow....	11	Molloy..	5	Kane....	4	24	17.1	
8	Homans.	30	Masters.	6	Clow....	17	Levine..	7	Homans..	5	35	28.3	
(French)													
11	James...	33	Stone...	6	James...	4	Marvin..	10	Kane....	4	24	18.1	
12	Stone...	33	Stone...	2	Tracy...	12	Levine..	7	Dear....	9	30	22.7	
13	Cohen...	28	Cohen...	5	Tracy...	13	Marvin..	16	Homans..	6	40	35.7	
(Spanish)													
21	Combes.	37	Waters..	4	Combes..	4	Levine..	6	Dear....	12	26	17.5	
23	Titus...	29	Masters.	5	Combes..	5	Titus...	4	Green....	10	24	20.7	
28	Waters..	37	Waters..	4	Jacks...	16	Marvin..	11	Green....	12	43	29.0	
		327			39			86			71		
										78		274 20.9	

(Note.—Names are fictitious.)

The excuse commonly made for poor results in teaching is the poor quality of the pupils in the class. The above table enables one to see whether that excuse can be accepted. For example in Sec. 1-3, with the same group of pupils, Green in

algebra has thirteen (13) failures as against four (4) in biology and one (1) each in Latin and English. In Sec. 1-23, Green shows almost as great a disparity. Can Green avoid the conclusion that he is responsible for the high percentage of failures? Can Clow, Tracy and Jacks evade their responsibility in modern languages? It will be further noted that the section officer who teaches his class is apt to obtain better results than the other teachers of the section due to his more intimate knowledge of his pupils. This suggests the thought that the laying down of general principles or rules for making the school program is an essential part of the supervising duties of the principal. One of such rules should be that pupils having like programs should be grouped in the same sections. Another rule should be that one of the aims of program-making should be to have each pupil recite in one subject to his section officer. He who makes the program largely dominates the educational policies of the school. No matter how expert the program-maker, he should not be allowed through his manipulation of the program-making to nullify the educational policies of the principal. This, he often does without the knowledge of the principal. The principal, therefore, should make a study not only of the program of the school of which he is principal but also of those of other schools. With better program-making we should gain better educational results. For example, with badly balanced classes so that one section in a given term of a given section has forty-four (44) while another section has twenty-one (21), the pupil period load of 720 may be maintained and yet good work with the larger class will be difficult, especially in a modern language. Some schools are carrying small classes in advanced subjects and then in order to carry the pupil period load, they make first-term sections of forty-five (45). Such programming is unfair to the entering students and in the long run disastrous to the scholarship and holding power of the school.

One of the serious weaknesses of the program of schools is the assignment of the weaker teachers to the beginning classes in a subject so as to save the strong teachers for the classes which take the Regents Examinations. Thus, the odd-term classes, whether 1, 3, 5 or 7, have the weaker teachers. It is axiomatic

that the battle for scholarship is fought in the opening weeks of the subject—not in the closing. To sacrifice, therefore, the beginning student in order to make a good record with the survivor in the Regents Examination as the result of a patching-up process by the better teachers is not a manifestation of good supervision by the principal. The present pupil period load of 720 on the basis of which the allowance of teachers is made is obtained by multiplying thirty-two (32) pupils by $22\frac{1}{2}$ periods of teaching for the entire school. The recitation classes must average thirty-two (32) pupils and the teachers, including the chairman of departments, administrative assistants, and all teachers who are in charge of special work other than teaching, must average $22\frac{1}{2}$ periods per week of teaching. Although this 720 pupil period load need not be made in each department, the tendency of principals in some schools is to require this even though a large proportion of the extra assignments be given to teachers in one department. This results in overloading some teachers with injurious results to their pupils. The 720 pupil period load of necessity calls for twenty-five (25) periods per week of teaching by a large proportion of the teachers. Such teachers should not be assigned extra duties other than those connected with the official class.

With a good system of programming, carefully supervised by the principal, twenty-five (25) periods of teaching per week or its equivalent should be the work of the teacher. The energy of the teacher should not be expended unnecessarily on patrol service, lunch-room duty, etc. In one high school with 140 teachers, the total number of assignments other than teaching was sixty-seven (67) per week—less than a half a period a week per teacher. The energy of these teachers was thus saved for actual teaching. This conservation of the teacher's energy was made possible by the use of pupils in various squads, as the Sanitary Squad, the Disciplinary Squad, the Lunch Room Squad, Study Hall Squad. This system prevails in a number of schools and not only conserves the energy of the teachers but furnishes a most valuable training for leadership for the boys and girls who are honored by receiving membership on these squads.

The creation and administration of such systems of student cooperation is one of the most important functions of the live, supervising principal.

A very able principal in a moment of discouragement once said that the principal of a New York High School had but five (5) functions left over which he had full control. One was signing the payroll; another was sounding the alarm for a fire drill and the others were of like character. The fact is that the sum total of power for good or ill in the hands of a high school principal was never so great as it is at present in New York where a principal supervises from one thousand to five thousand students enrolled in courses which are largely elective, and acts as leader and director of from one hundred to two hundred teachers, the assignment of whose work rests with him and the effectiveness of whose service to the community depends largely upon the kind of supervision he employs and the quality of leadership he displays.

In addition to this general supervision of the principal, there is need in these days of highly specialized subjects, of specialized supervision in the technical subjects by men who have expert knowledge of subject matter and of the special methods of each subject. Under the existing organization of high schools, the technical supervision is carried on by the chairmen of departments, who for the most part are teachers who have received the first assistant's license. In many high schools where the principal has encouraged them to become real leaders of their teachers, where he has welcomed experimentation in methods and thus has magnified the job, we have most enthusiastic, most effective technical supervisors; but in some schools where the principal has not been possessed of this power of developing his lieutenants, we have some inert chairmen and as a result much aimless teaching. One cause of the inertness of the chairman has been the unwillingness of the principal to allow the chairman sufficient free periods for the purpose of visiting the teachers of his departments; another cause has been the neglect of the principal to consult with the head of the department in rating teachers and in making

reports on renewal of licenses and superior merit. He has thus failed to make the chairman feel responsible for the teaching in his department. We have, therefore, great diversity in the effectiveness of given departments in the various schools, whereas a unified system of high schools should secure a normal degree of efficiency in all schools.

In two departments of work in the high schools during the past few years this form of efficiency has been largely attained. Competent observers have stated that Dr. Hancy, Director of Fine Arts in the High Schools, during the years he has served as director, has more than doubled the efficiency of the corps of drawing teachers, and Mr. Wilkins, Acting Director of Modern Languages, during the past two years, as noted elsewhere, has likewise greatly raised the level of efficiency of the teachers of modern languages, in practically every high school.

The work in Commercial Branches in the various high schools is most uneven. The principal as a rule knows little of the subject matter or methods of teaching this subject. The chairmen are most unequal in their effectiveness. Some are well-trained teachers who try to keep in touch with the practices of present-day business; others are out of touch with the modern ways of doing business. The result is much wasted effort, with disappointing results to the pupils. This condition will be aggravated this coming year through the extension of the ninth year school in which pupils will be taught business subjects by teachers who hold no license in this subject. I strongly urge that a first assistant of commercial branches be assigned to the Division of High Schools, whose duties shall be to act as supervisor of business subjects in the high schools and to further serve as advisor to the division having charge of the business subjects in the intermediate and prevocational schools. Such a man could visit business houses, acquaint himself with the kind of training needed by boys and girls entering these houses, study the technical processes of such houses, and could then as he travels from school to school modify the teaching of these schools so as to adapt it to present business methods. Such a supervisor would save his salary many times

through the increase in the effectiveness of the teaching which would result from his supervision.

Beginning September, 1918, we are introducing a course in elementary general science as an elective in the first year of the high school. This course will also be given in the ninth year of the elementary schools. Unless there be some unifying supervision of methods in this subject which has never been taught in this city, there will be much poor teaching. I therefore recommend that during the first year of the trial of the new subject, a first assistant in science be assigned to the division of high schools to take charge of the construction of a syllabus and the devising of methods of teaching this subject. The cost would be merely that of paying a substitute plus some travelling expenses, and the gain through improvement in the teaching would be large. This first assistant could likewise act as advisor to the supervisors of the ninth-year work in science.

Such technical supervision as I have recommended cannot be performed by the district superintendent. For, in addition to knowledge of general method, it demands a practical and up-to-date knowledge of subject matter and experience in teaching the subject which no district superintendent can be expected to possess. Such assignment of first assistants to assist in supervision of high schools has been advocated by my predecessors again and again.

THE LONGER SCHOOL DAY

In September of this year, 1917, in pursuance of a resolution passed by the Board of Superintendents, as noted in my report of last year to the effect that beginning with the opening of school in September, 1917, every high school unless otherwise authorized by the Board of Superintendents should be operated on a nine-period day of forty-five minutes each, including the lunch period, all high schools not on a double session put in force a longer school day. The object of the lengthening of the high school day was fourfold: (1) to provide more periods for study purposes within

school hours; (2) to provide more periods for physical training so as to fulfill the increased requirements of the new State Physical Training Law; (3) to provide accommodations for more pupils in each building than could be housed under the shorter day plan; (4) to provide periods for literary, musical, dramatic and recreational activities within the regular school hours.

Two schools, DeWitt Clinton and New Utrecht, programmed their day work six periods instead of nine periods, each period being fifty minutes in length in order to try an experiment in supervised study. Under this plan, approximately half of every period was to be devoted to study under direction of the subject teacher. This plan, while giving the opportunities for study which was one of the chief objects of the lengthened school day, decreased the capacity of the school, lessened the opportunities for physical training and for carrying on the outside activities mentioned earlier in this paragraph. DeWitt Clinton High School, accordingly, was forced to organize two annexes, one in P. S. 58, in rooms abandoned by the High School of Commerce when it adopted the nine-period day, and the other in P. S. 37.

This lengthened school day met with strong opposition from many of the teachers, some of whom believed that an extra burden of work was being imposed upon them without increased compensation, while others felt that the lengthened day interfered with their plans for taking courses at the universities or for engaging in afternoon work as a means of increasing their income at this time of unprecedented prices and consequent hardship for people of fixed incomes.

The pupils in a number of schools were also opposed to the lengthened school day, some of them because the longer school day did diminish their opportunities for afternoon employment, others because of the natural dislike for any change in the established order, especially one which limits their freedom of action. The want of sympathy of many teachers for the new program, whether expressed openly or not, encouraged the pupils in their opposition to the new plan of organization. Committees of stu-

dents in certain of the high schools were formed to protest against the action of the Board of Education in authorizing the nine-period day. At the request of a central committee of these students, the High School Committee of the Board of Education gave a hearing to representatives of the students of the various high schools, at which every opportunity was given to the students to state any inconveniences to which they had been subjected by reason of the adoption of the new program. At the close of the hearing the students were assured by Chairman Whalen that every consideration would be shown by the principals in adjusting the programs of pupils so that they should have the last period of the day free from recitations so as to make it possible for them to secure afternoon work.

Notwithstanding this assurance of the Chairman of the Committee on High Schools and Training Schools of the Board of Education, a number of students of the High School of Commerce and DeWitt Clinton High School organized a strike against the longer day. The situation was met firmly by the Acting Superintendent of Schools, the principals and Director Davis. Some fifty, who were leaders, were called before the Acting Superintendent of Schools, and about fifty under 16 years of age were brought before the Attendance Bureau, their parents sent for and warned of the consequences if their sons persisted in absenting themselves from school; twenty students were suspended and, after three days, the schools were restored to normal conditions. The strike is an illustration of the ease with which a few individuals with real or fancied grievances may, in this great city, gather around them a considerable following of the thoughtless and irresponsible in a movement against constituted authority. It is a further illustration of the well-established fact that such movements when dealt with firmly by the authorities speedily collapse.

With the opening of the February term, because of the increasingly large number of pupils and teachers who found it necessary to obtain afternoon employment in order to meet the advancing cost of living, the schools were generally programmed

on an eight-period day instead of the nine-period day. Schools which found it necessary to hold double sessions in order to accommodate the students were operated on five and six-period sessions.

Due, therefore, to the extraordinary conditions of war times the nine-period day has not had a trial under favorable conditions and no judgment can be passed as to its wisdom. About 25% of the students as a maximum in some of our high schools, find it necessary to work afternoons in order to remain in school. It is a question whether the program should be built around this 25% or around the 75%. Should not those students who cannot give their full time to school work take more years for the completion of the course and not ask that all students have the shorter day because of their needs? I have noted that many teachers who taught in evening schools or who had afternoon work, opposed the lengthened day. May we not expect that the time will soon come when the Board of Education will pay its teachers a living salary for their work in the day schools and then forbid other work by teachers during the school year and thus obtain the undivided thought and strength of the teachers for the one service.

Experience has clearly shown that when the teacher engages in evening work in addition to his regular duties, it is the day-school teaching which suffers rather than the extra work.

European observers of our school system believe our school year of 195 days of five hours each is too short for the serious business of preparing boys and girls for their life work. Many of our most thoughtful students of public education agree with them. It certainly seems reasonable that the length of the day should be greater for the older pupils than for the younger. I believe, therefore, that all of our high school buildings hereafter to be built should be equipped with study rooms, recreational and physical training facilities so as to permit of a longer day of certainly not less than six and one-half or seven hours.

Throughout the country, the country day school which receives the pupil at eight thirty and keeps him till five-thirty and

which during that period provides for not only the instruction of the student but also for his study, athletics, recreation and social activities, is the school to which thoughtful parents of means are sending their sons in increasing numbers. I see no reason why the all-day school should be reserved for the well-to-do patrons of private schools. Public education should also have its country day schools. There are three private country day schools in the immediate neighborhood of Van Cortlandt Park, which they use as a great play ground. I would suggest that the high school which has been recommended for the pupils of Washington Heights be located either in Van Cortlandt Park or facing it near the terminus of the Subway. If it is deemed undesirable to take park land, a site could be obtained near the park at a reasonable rate. A large per cent of the students in a high school must pay car fare to reach the school. If the new high school be located in Van Cortlandt Park, the students will travel in the opposite direction from the main stream of travel in cars which otherwise would be largely empty. It is possible that the Subway Company would give half rates to students attending a school thus located. Similarly other high schools could be built in or near the other outlying parks. All such schools should be operated as all day public country schools for the benefit of the many thousands of parents who would gladly see their children educated in such healthful and stimulating surroundings where they would have almost unlimited facilities for athletics and recreation and social activities at a time when these facilities are not in use by any one.

SUPERVISED STUDY

As noted in the discussion of the longer school day, certain of the high schools—notably DeWitt Clinton—instead of programming the school with a nine-period day, installed a program of six periods of fifty (50) minutes each in addition to the lunch period. The purpose of this program was to try an experiment in supervised study by which not more than half of the period should be devoted to testing purposes and the remainder to study under the direction of the subject teacher. Although this system

has been in operation in Clinton for over a year, the Clinton teachers are not prepared to give a final judgment but Principal Paul writes me, as follows:

"With your approval and the consent of the Board of Superintendents, we took advantage in this school of the organization of a long school day to provide for supervised study through the divided period plan. Our periods were lengthened to fifty minutes each, with a recommendation that they include work in supervised study. A bell is rung at the middle of each period. This indicates simply that not more than one-half the period is to be devoted to testing by the teacher of information prepared by the pupil. No further prescription was deemed wise during the initial stages of the experiment though I should have recommended that teachers try to provide opportunity for review assignment and study in as many periods as possible. From opinions expressed to me by heads of departments and by teachers, I feel that they are practically unanimous in the judgment that the divided period as they use it is a most educationally justifiable organization of the longer school day.

Among the values that different teachers in this school offer as resulting from the use of the divided period in supervised study, I may mention the following:

1. The establishment of a closer touch between teacher and pupil. The work can be better adapted to the individual pupil, whether bright or slow. A proper amount of assistance may be given at the moment when it is needed without interfering with the initiative of the pupil. Individual conferences with pupils are made possible.

2. Emphasis is placed upon the technique of the recitation which centralizes attention upon the mental reactions of the pupil rather than upon lecturing by the teacher.

3. It is possible to form among pupils proper habits of study and to make them conscious of proper methods of procedure. This includes the proper evaluation of different topics, proper use of induction and deduction, emphasis on concrete, vital applications of knowledge gained and in general recognition of the necessity of understanding preliminary to memorizing.

4. Laboratory methods can be more readily adopted in that study and thus a recitation can be more easily socialized. Both individual research and individual production can be more readily directed and followed up by the teacher whenever an opportunity is presented for much of it can be done in the presence of the teacher. Waste of energy as a result of poor methods of procedure can thus be prevented or reduced.

5. The amount of work done at home can be considerably reduced and thus the pupil be given a better opportunity to engage in activities

of the environment of which he is a part. At the same time, better conditions for study are provided than are available for many of our pupils.

6. Better measurable results are obtained."

Below is given a table of some interest in which are shown the summaries of percentages of failures in Regents Examination by Departments:

1917		1918	
<i>Biology</i>			
January... 12	June..... 13	January... 23.8	June.... 11
<i>Chemistry</i>			
January... 26	June..... 17	January... 13	June.... 15
<i>Commercial Branches</i>			
January... 34	June..... 25	January... 20	June.... 15
<i>Economics</i>			
January... 2.8	June..... 5.3	January... 2	June.... 3.2
<i>English</i>			
January... 12	June..... 7.5	January... 4.8	June.... 5.6
<i>French</i>			
January... 7.8	June..... 7.3	January... 11.1	June.... 16.4
<i>German</i>			
January... 17.1	June..... 8.9	January... 20	June.... 8.5
<i>History</i>			
January... 7.8	June..... 10	January... 1.3	June.... 2
<i>Latin</i>			
January... 8.4	June..... 3.8	January... 3.2	June.... 10.7
<i>Mathematics</i>			
January... 12.3	June..... 17.9	January... 11.3	June.... 15.6
<i>Physics</i>			
January... 10.4	June..... 2.7	January... 11.9	June.... 3.8
<i>Spanish</i>			
January... 4	June..... 1	January... 3.2	June.... 10.7

THE DEWITT CLINTON HIGH SCHOOL TEACHERS

On December 19, 1917, the Board of Education, on recommendation of its Committee on High Schools and Training schools, dismissed from the service three of the teachers of the DeWitt Clinton High School. Subsequently these teachers appealed to the Commissioner of Education of New York State to set aside the decision of the Board of Education and to order their reinstatement in the service. On October 22, 1918, Acting Commissioner Finegan rendered a decision in this appeal in which he sustained the action of the Board of Education in removing the teachers, and dismissed the appeal.

The case of these teachers has aroused very general interest. Diverse criticisms have been expressed with regard to the conduct of the investigation by school officers and of the hearing by the high school committee. The Board of Education has been attacked in various publications for thus dismissing the teachers. Now that the case has been finally disposed of through the dismissal of the appeal by Acting Commissioner Finegan, it seems a proper time to gather together for future reference some of the decisions made and some of the opinions rendered in connection with this case which shed light on the much-discussed question of the rights and duties of a teacher in a public school of the City of New York and the corresponding rights and duties of the Board of Education which employs them.

The three teachers were dismissed on the recommendation of the Committee on High Schools and Training Schools of the Board of Education as a result of being found guilty of the charge of "conduct unbecoming a teacher." These charges of conduct unbecoming a teacher were based on certain specifications all of which, in the case of one teacher, were statements made by him in the course of an interview with the associate superintendent in charge of high schools. In the case of the second teacher, three of the four specifications were statements made by this teacher in a similar interview and, in the case of the third teacher, two of the four specifications, the other two being based, one on written

criticisms made by this teacher of an essay written by one of his pupils, and the other on certain newspaper articles written by him.

The investigation of conditions in the DeWitt Clinton High School out of which this case arose was made at the request of the principal of the school and by direction of the acting superintendent of schools, and the president of the Board of Education. Some nineteen teachers in all were called to the office and in the presence of the principal of the school and in many cases of the administrative assistant, were asked certain questions. This procedure has been held by some critics to be a violation of fundamental rights of teachers in that their answers to questions were later used as evidence on which to base charges which resulted in their dismissal. In support of this criticism they have cited the legal principle that no accused person should be forced to bear testimony against himself. These critics are in error in believing that such an investigation by an officer of the Board of Education is in any sense a trial or a judicial process. This is brought out in the following citation from the decision of Commissioner Finegan:

“The Board of Education is charged with the general supervision of all the educational interests of the city. The board is responsible in a measure for the *esprit de corps* obtaining in the teaching service. It is legally charged with the employment of teachers, the discipline of teachers, and the removal of teachers. It may make such inquiries in relation to the general conduct and the attitude of teachers on matters affecting the schools and their influence over the pupils under their instruction as may be necessary. It may make such investigations as are required when charges are preferred against teachers. In the performance of all these duties it is exercising an administrative function. The settled rule is, that a board acting in this capacity “does not constitute a court; its proceedings are not to be controlled or decided by the same degree of formality that would be required upon a charge of a criminal offense before ordinary tribunals of justice.” People ex rel Flanagan *v.* Board of Police Commissioners, 91 N. Y. 97.”

It had been reported to the superintendent by the principal of the DeWitt Clinton High School that certain teachers in that school were expressing opinions and exerting their influence on the pupils which, in his judgment, would tend to undermine the

respect of the pupils for constituted authority whether that of the school, city, state, or nation. The purpose of the investigation was therefore to ascertain whether these teachers held views which interfered with the performance of their duty as teachers of the young in a public school, especially in time of war. The investigation had nothing to do with their views as individuals, as citizens, but with their qualifications as teachers. The rights of teachers in the matter of the views they hold is thus stated by Commissioner Finegan in the decision previously cited:

"It must be held that teachers have the same right to form judgments and to express opinions upon public questions that other citizens possess. A teacher is not compelled to sacrifice his individuality, his personal liberties or his judgment upon social and public problems simply because he is a teacher. Upon questions on which citizens generally may express different opinions or judgments, a teacher has the right to express his opinion and to form his own judgment. The power conferred by law upon the Commissioner of Education will be freely exercised to protect this right of a teacher whenever the authority over such teacher attempts to restrict or annihilate it. There is, however, no difference of opinion among the patriotic citizens of this country as to the duty of all Americans in supporting the President of the United States and the government in the prosecution of this war. This support must be open, direct and unassailable. There is also no difference of opinion among the patriotic people of the State or Nation as to the obligation of every person who assumes the office of teacher of boys in a public school of the State to support the government, to teach respect and love for our democratic institutions and for the President as such of this republic."

In the discussion of this case and similar cases teachers have too often assumed that their personal civil rights have been assailed whenever the Board of Education asks them their opinions on subjects which have to do with their value as teachers. Commissioner Finegan makes clear in this decision that the Board of Education in its capacity as agent for the people of the city has a right to inquire into such beliefs of the teachers as bear on their qualifications as trainers of the young for the duties of citizenship, and especially so in time of war.

The action of the Board of Education in dismissing these teachers on a charge of conduct unbecoming a teacher has been

further challenged on the ground that conduct unbecoming a teacher is not a legal ground for the dismissal of a teacher. Subdivision 3 of Section 872 of Chapter 786 of the Laws of 1917 provides that "Such persons and all others employed in the teaching, examining or supervising service of the schools of a city, who have served the full probationary period, or have rendered satisfactorily an equivalent period of service prior to the time this act goes into effect, shall hold their respective positions, during good behavior and efficient and competent service, and shall not be removable except for cause after a hearing by the affirmative vote of a majority of the board."

The ruling of Commissioner Finegan is as follows:

"Under the provisions of such law a teacher employed in the schools of New York City may now be removed for *cause*. The law does not specify the offense for which such teacher may be removed but simply provides that a teacher may be removed for *cause*. The law, as claimed by counsel for appellants, does not specifically provide that a teacher shall be removable for 'conduct unbecoming a teacher.' The provision that a teacher shall be removable for cause does not introduce a new element in the law which requires judicial interpretation to ascertain its meaning. The law regulating the removal of teachers in all parts of the State except New York City has contained the provision for many years that a teacher shall be removable for *cause*. The Commissioner of Education has interpreted the meaning of *cause* in many cases which have been before him for determination upon appeal. It is a well-settled rule that *cause* means some substantial, reasonable, valid cause—some action or conduct on the part of the teacher which renders his service undesirable or which prevents such teacher from exercising the wholesome influence which a teacher should exercise over his pupils. Conduct on the part of a teacher which is sufficient cause for removal is 'conduct unbecoming a teacher.'"

The effect of this decision is, therefore, greatly to strengthen the power of the Board of Education in dealing with teachers. It is no longer held to four causes for removal, namely, gross misconduct, insubordination, neglect of duty or general inefficiency, causes which experience has shown it is exceedingly difficult to prove, but may remove on the general charge of conduct unbecoming a teacher, "that is, any action or conduct on the part of the

teacher which renders his service undesirable or which prevents such teacher from exercising the wholesome influence which a teacher should exercise on his pupils."

Teachers who have the interests of the children at heart should welcome such a decision. Teachers have been too prone to view the teachers' tenure of office as a vested right, as something established for the benefit of the teacher, whereas Commissioner Finegan states:

"This provision of law was enacted for the primary purpose of providing the schools with efficient and suitable teachers and of guaranteeing so far as may be possible, to the children of the city their right to receive instruction from competent, experienced and proper teachers. The theory is that permanent tenure will attract men and women of the best intellectual attainments to the teaching service; that teachers will make more thorough academic and professional preparation, will remain in the service longer and thus bring to the support of the schools teachers whose training and experience will be a valuable asset. The primary interest, however, which the State seeks to protect is the right of the child. For this same reason the Legislature very properly provided for the elimination of inefficient, unworthy and undesirable teachers. This very subdivision of the act therefore expressed a limitation upon the tenure of a teacher by conditioning such tenure upon good behavior and efficient and competent service and by providing for the removal of a teacher whose conduct and service did not conform to these standards"

The way is now open for the Board of Education to greatly improve the quality of the teaching force by removing teachers who are undesirable and whose further presence in the teaching force impairs the "right of the child to receive instruction from competent, experienced and proper teachers."

The defenders of the dismissed teachers have further maintained that, granted that teachers may be dismissed for cause, the holding of the beliefs and the expression of the beliefs which were held by these teachers were not a sufficient cause for dismissal.

Teacher I was charged with conduct unbecoming a teacher, in that, as a teacher of English in the DeWitt Clinton High

School he failed to live up to his duty as a teacher inasmuch as he conceives it proper to maintain before his classes an attitude of strict neutrality in class discussions dealing with:

(a) "The relative merits of anarchism as compared with the present Government of the United States."

(b) "The duty of every one to support the Government of the United States in all measures taken by the Federal Government to insure the proper conduct of the present war."

At the hearing before the Committee on High and Training Schools of the Board of Education, he refused to answer these questions, although urged by his counsel to answer them.

(a) "Do you believe that you labor under an obligation to inculcate respect for the President of the United States in the minds of your pupils?"

(b) "Are you in sympathy with the United States in its war with Germany?"

(c) "Do you believe it is your duty to urge the pupils in your class to give active support to the United States in its war against Germany?"

The charges against Teacher III arose as the result of the following assignment which was given to his classes in English, "Write a frank letter to Woodrow Wilson, commenting, within the limits of your knowledge, upon his conduct of the war against the German Government."

In meeting this assignment, one of his pupils wrote a most disrespectful, even rebellious letter. In connection with the discussion over this assignment, and the criticism and corrections of this boy's letter which the teacher was asked to write out, the following specifications formed the basis for the charges of conduct unbecoming a teacher:

(1) That the said teacher (III) considered it not to be his duty to develop in the pupils under his control instinctive respect for the President of the United States as such, the Government of the State of New York as such, and the Federal State and Federal Officers as such.

(2) That in making written criticism of a certain letter dated October 22, 1917, addressed to the President of the United States, written

by ——, a pupil under his instruction, the said teacher (III) failed to make such criticism of the contents of said letter as would lead the pupil to perceive the gross disloyalty involved in his point of view as expressed in the said letter.

(3) That the said teacher (III) stated that as an instructor of the said pupil he would consider it proper to allow the said pupil to write and read aloud to his classmates similar seditious letters addressed to the President of the United States.

Commissioner Finegan ruled that the Board of Education was justified in dismissing teacher I on the basis of the evidence, and condemns the action of this teacher in refusing to answer these questions in the following words, which clearly define the proper attitude of teachers in a public school of this State in war time, and the duty which he is called upon to discharge both in war time and peace time:

“Under this condition of the nation’s affairs a teacher in a public school system will not be permitted to hid behind any claim of privilege when a question affecting his loyalty to the Government is concerned. He must come out in the open and cheerfully and unhesitatingly stand up and make known to the entire community in which he is employed that he is giving his unquestioned support to the President and to the Government in the prosecution of this war, and if he refuses to give such assurance he shall not be permitted to discharge the high office of teacher in an American public school system. The public schools of any country should be the expression of that country’s ideals, the purpose of its institutions and its philosophy of life and of government. The schools of America should be an expression of America’s ideals, of her democratic institutions and of her philosophy of life and of representative government. There has not been a time in the history of the country when the public schools should be engaged more persistently, scientifically and patriotically in teaching the fundamental principles of America’s philosophy of life and government than at the present time. A person who does not, without reservation, utilize all his intellectual powers and exert all his influence as a teacher in the public schools to make such schools an efficient and effective agency in the accomplishment of this great function of a school system is not a suitable person to be charged with the duties of the sacred office of teacher. A teacher who is unwilling to follow this course ‘fails to live up to his duty as teacher’ and fails properly to support the Government in this war. The Board of Education discharged a public obligation in finding appellant guilty on the charges preferred and in dismissing him from the teaching service of the city.”

Of teacher III the Commissioner writes:

"At no time has he offered proper admonition or rebuke to the pupils who failed to exhibit proper respect for the President of the United States or for the institutions of their country. At no time since the incidents in question occurred in the recitation has appellant shown a spirit of mortification or indignation. On the contrary, his conduct at the trial and otherwise gives the stamp of approval to all seditious utterances on that occasion."

"There is also no difference of opinion among the patriotic people of this State or nation as to the obligation of every person who assumes the office of teacher of boys in a public school of the State to support the Government, to teach respect and love for our democratic institutions and for the President as such of this republic."

As a result of these clear statements of Acting Commissioner Finegan, no teacher in this State can longer maintain that his duty as a teacher has not been made clear. Teachers are public servants and agents of the State. They are not merely to refrain from destructive criticism in the classroom, which tends to undermine the respect of our pupils for our democratic institutions and to weaken their loyalty and desire to serve their country, but these teachers are charged with the positive duty of building up in the pupils committed to their charge a proper respect for the government of their country and those who administer that government, for the flag and the democratic institutions of which it is the symbol. Every teacher should be imbued with this conception of Commissioner Finley as expressed in his address to teachers at Syracuse in November, 1917:

"As to ourselves, the teachers, representing as we do the State which has entrusted to us her most precious possession, there is just one answer. We must do with our mind and daily speech what the soldier does with his body and in his daily training or fighting: that is, support our country in the cause to which it is committed in its own defense and that of human freedom. The same degree of loyalty is asked of a teacher as of a soldier. If a teacher cannot give that unquestioning support to the country that makes his own individual freedom in time of peace possible, his place is not in the school. I will not say where it is, but of all places in the world, he should *not* be in the school as the representative of his country."

THE McDOWELL CASE

On June 10, 1918, the Board of Education dismissed from the service Miss Mary McDowell, a teacher of Latin in Manual Training High School, on charges of conduct unbecoming a teacher; the specifications of the charges being that on January 10, 1918, she made substantially the following statements before the Board of Superintendents in answer to questions put to her by members of the Board:

"That she did not consider it right to resist by force the invasion of our country, that she would not do her part in upholding the national policy of resistance to invasion, that she would not uphold our country in resisting invasion and that, if our country were resisting invasion, she *believed* it to be *her conscientious duty to refuse to bear arms in order to repel the invaders.*

"That she did not want to help the United States Government in carrying on the present war and that she was unwilling to assist the Government by every means in her power in carrying on the present war.

"That she would not *urge* her pupils to support the war.

"That she would not *urge* her pupils to perform those Red Cross services which either promote the war of the United States against the German government or better the condition of the soldiers in the field.

"That she would not *urge* her pupils to buy Thrift Stamps, the sale of which supports the United States Government in carrying on the war against the German Government.

"That she does not believe that a *teacher* is under a *special* obligation to train his or her pupils to support the United States Government in its measures for carrying on the war.

"That she is opposed to the war of the United States against the German Government."

At the hearing before the Board of Education, the counsel for Miss McDowell did not question the accuracy of the answers attributed to Miss McDowell, but maintained that these answers were in accord with the beliefs on war held by the Society of Friends, of which she is a member, hence that she was being charged with conduct unbecoming a teacher because of her religious beliefs and, if dismissed, would be dismissed because of her religious beliefs.

After the dismissal of Miss McDowell, her counsel, on October 14, 1918, before Justice Philbin, made application for a writ of mandamus, directing the Board of Education "to reinstate Miss McDowell as a teacher of Latin in one of the high schools under the control of the Board of Education." In support of the petition, it was claimed that the Board of Education was without jurisdiction to dismiss the petitioner as no legal ground for dismissal was advanced, inasmuch as a teacher must be guilty of misbehavior, of inefficiency, or of incompetency before she can be dismissed, and she had not been charged with any of these offenses. "The petitioner maintained that her offense, if any, was to disclose the state of her mind, her beliefs, and that there is no element of behavior or conduct in a mere belief. She claims that the Board of Education should not have condemned her until her beliefs had been translated into action in the classroom."

This contention Justice Philbin characterizes as unsound, giving it as his opinion that "The seven items of the specifications leave no doubt whatever that the petitioner was charged with entertaining certain beliefs and declaring certain intentions that may well be regarded as clearly showing her to be both incompetent and inefficient as a teacher within the meaning of Section 872 of the Statute. The substance of the finding of the Board of Education is that the petitioner is unfit to remain a teacher in our public schools and this court will not, under the circumstances, undertake to say that the board is in error. The contention that the petitioner in spite of her views, may still be able to do her full duty as a teacher in the classroom cannot be upheld. The grounds of removal contemplated by the statute may in a given instance be wholly unrelated to the discharge of the scholastic duties, and a teacher may be both incompetent and inefficient, even though her class show most gratifying results in the ordinary subjects of the curriculum. It is of the utmost importance to the State that the association of teacher and pupil should tend to inculcate in the latter principles of justice and patriotism and a respect for our laws. This end cannot be accomplished if the pupil finds his teacher unwilling to submit to con-

stitutional authority. It is further urged that in dismissing the petitioner upon the grounds assigned there was a violation of the Federal and State constitutions in that she was discriminated against on account of her religion and that there was an attempted restraint upon the observance of the Quaker faith. Such is not the case. The petitioner was not dismissed because she is a Quakeress. It has simply been found that certain views and beliefs, which she declares are based upon her religion, prevent her from properly discharging the duty she assumed. Where a person agrees with the State to perform a public duty, she will not be excused from performance according to law merely because her religion forbids her doing so. While the petitioner may be entitled to the greatest respect for her adherence to her faith, she cannot be permitted because of it to act in a manner inconsistent with the peace and safety of the State. The Board of Education had jurisdiction to entertain the charges against the petitioner and its decision was an exercise of the discretion vested in it. The only remedy, therefore, of the petitioner was to appeal to the Commissioner of Education (*People ex rel Peixotto v. Board of Education, etc.*). Any person conceiving himself aggrieved may appeal or petition to the Commissioner of Education, who is authorized and required to examine and decide the same. The commissioner may also institute such proceedings as are authorized under the Education Act, and his decision is final and conclusive and not subject to question or review in any place or court whatever."

In addition to the decision in the DeWitt Clinton High School cases, we have this decision of Justice Philbin which sets forth clearly the duties of teachers and states the powers of the Board of Education in such a way as to strengthen the Board in dealing with teachers who do not measure up to the opportunities for service to the State.

LUNCH ROOMS IN HIGH SCHOOLS

Whereas formerly the lunch rooms in high schools were conducted by concessionaires, now they are being conducted by the general organization in seventeen (17) high schools—three (3)

schools reporting no lunch rooms—leaving four (4) schools in which the concessionaire system still remains. The accompanying table shows the balance sheets of the various schools. This past year has been a trying year for the lunch room service. With constantly rising prices of food and increasing wages; it has been most difficult to adjust prices so as to avoid loss. The fact that but three (3) lunch rooms show a loss speaks well for the teachers who had general charge of this service. The profits column shows a range between 10.6% loss and 14% gain. The receipts of the eighteen (18) schools making returns, amounted to \$288,690.61; the profits less losses amounted to \$8,831.21; a net profit of 2.3% on business done—a remarkable showing in such a year for lunch-rooms, which are seeking to give the students the maximum service at minimum cost.

A study of the accompanying table is recommended to all principals and chairmen of lunch room committees to the end that economies prevailing in some schools may be introduced into other schools. Heretofore, there has been little correlation between the work in domestic science and the conduct of the lunch rooms. It seems reasonable that in all schools where domestic science is taught, the teacher of cooking should be a member of the lunch room committee and should oversee the daily bill of fare to insure that nutritious food, properly cooked, is furnished to the pupils. It is highly desirable that the lunch room be used as a laboratory for the students in cooking as is done in many private schools.

In Lincoln School of this City, each girl in the cooking class is assigned to prepare some dish to be sold at a certain price in the lunch room. She is given money with which to purchase the materials, and must keep within the limits necessary to place the dish in the lunch room at the price set. Unless the pupil produces an article which is good enough to be sold in the lunch room, she receives no credit for the exercise. It is needless to comment on the value of this training. I would recommend to the cooking teachers and especially to the director of cooking that some such plan of correlation between the cooking classes and the lunch room be worked out in our high schools.

STATEMENT OF RECEIPTS AND EXPENDITURES, HIGH SCHOOL LUNCH ROOM SERVICE

SEPTEMBER, 1917 TO JUNE, 1918

School	Receipts	Food Cost	Per cent	Labor Cost	Per cent	Management	Per cent	General Expenses	Per cent	Profit	Per cent
DeWitt Clinton	\$26,771.50	\$19,595.14	73.2	\$5,107.70	19	\$1,537.70	5	\$835.63	3	\$302.49	1
Commerce	22,375.00	17,988.00	80.4	2,419.00	10.8	1,175.00	5.2	733.00	3.3	60.00	3
Stuyvesant	7,136.00									357.80	5
Julia Richman	16,691.04	12,121.43	72.6	2,324.85	14	600.00	3.7	632.70	3.8	1,012.06	6
Wadleigh	16,309.84	11,308.76	69	2,631.00	16	1,200.00	7.3	625.90	3.8	1,534.18	3.3
Washington Irving	27,509.62	22,274.04	75.4	4,722.85	16	1,512.41	5.2	996.64	3.4	26.32	*.06
Evander Childs	No records										†
Morris	No records									1,800.00	†
Boys	21,915.90	18,056.36	82	2,601.05	12	440.00	2	373.94	2	444.50	2
Girls	17,454.26	11,354.29	65	2,757.00	15.8	2,000.00	11.5	471.03	2.7	871.94	4.9
Erasmus Hall	27,251.87	20,047.52	73.2	5,657.05	20.7	1,200.00	4.4	902.48	3.3	555.18	*2
Eastern District	9,178.73	6,474.62	70.6	1,461.40	15.9	600.00	6.5	272.00	2.9	375.35	4
Manual Training	14,005.74	9,645.01	69	2,661.15	19	733.00	5	409.43	3	557.25	4
Bushwick	13,262.72	9,511.90	72	1,906.60	14	1,000.00	7.5	379.96	3	464.28	3.5
Commercial	26,015.16	16,758.80	64	3,760.08	14.5	2,637.40	10	692.06	3	2,166.66	8.5
Bay Ridge	10,421.35	8,307.81	79.7	1,791.15	17	1,200.00	11.5	233.08	2.2	1,110.87	*10.6
New Utrecht	2,984.21	2,268.00	76	662.50	22	320.00	10.7	20.04	1	27.50	1
Bryant	Nolunchroom										
Flushing	12,403.06	9,297.66	75	1,796.40	14	600.00	5	258.98	2	450.04	4
Far Rockaway	No records										
Jamaica	8,342.36	6,466.11	77.5	1,054.00	12.5			186.52	2	645.73	8
Newtown	Nolunchroom										
Richmond Hill	6,076.40	4,046.33	67	1,835.30	15					190.15	3
Curtis	2,585.85	1,720.70	67	351.50	14			134.37	5.2	379.28	14
	\$288,690.61									\$10,629.19	

* Loss. † Private concessionaire.

‡ Private concessionaire, estimated.

HIGH POINTS

Pre-Graduation Tests in Practical Efficiency

In June, 1918, certain tests made with the graduating class of Jamaica High School proved clearly the soundness of complaints made by the public that those leaving our high schools lack knowledge of facts and of operations constantly needed in business, community and national life. Steps have at once been taken to bring about an amelioration of present conditions. Beginning next autumn for the prospective graduates of January, 1919, and regularly each term thereafter, the Principal will conduct a class once a week that will aim to give to pupils drill of a kind to refresh the memory or to offer needed practice in such elements of a common school education as have escaped notice under our system of departmental instruction and of graduation on averages. Among the topics in which each pupil will be expected to show reasonable knowledge or facility before graduation are the following: plain figuring at reasonable speed; the use of fractions, common and decimal; interest and percentage; mental arithmetic; legible handwriting at reasonable speed; the form of the business and social letter; the ability to meet squarely and fully letter problems; alphabetizing; the use of alphabetized lists; the use of the voice with clearness across a large room and over the telephone; the ability to hear over the telephone and to remember simple messages in their general content and in details without recourse to written notes; a reasonable knowledge of geography of the every day kind; a reasonable knowledge of men, places and events of world-wide importance in current history. So far as school regulations permit, no pupil will be granted a diploma who shows marked deficiency in any of the items named above.

Beaver War Gardens.—For the use of Jamaica High School, there have been secured as war gardens two plots of land, one on Alsop Street, the other courteously loaned by the owner, a Mr. Macbeth of Brooklyn, on Willett Street. The amount of land available is about one acre. In these gardens have been planted peas, string beans, lima beans, corn, turnips, cabbage, squash,

pumpkin, tomatoes, lettuce and radishes. The preparation of the ground, the seeds, and the fertilizer were all secured at a marked reduction on the current market rates. Hundreds of transplants were furnished free by the Commissioner of Parks for Queens. All of the produce is intended for Beaver Lunch, through which the General Organization of Jamaica High School supplies the pupils with maximum portions at minimum prices. Throughout the month of June, there was available an over-abundance of radishes and lettuce. All the rest of the crop is to be stored away in one form or another. Turnips and some of the cabbages will be stored in their natural state; others of the cabbages will be pickled or fermented; the rest of the vegetables will be canned as fast as they ripen. Should the season be propitious, the Beaver War Gardens bid fair to yield several hundred dollars worth of produce at an expenditure of about \$100. This ambitious scheme has been made possible only by the devotion of Miss Ella A. Holmes, of the department of Biology of Jamaica High School, who gives up her entire summer for this purpose, and by the invaluable services of Mr. William Fairbairn, Janitor of Jamaica High School, and Mr. Rafaele Paradiso, one of his assistants. In all this work, substantial help has been rendered by a small but devoted group of high school girls.

The Beaver Cannery.—The canning operations, begun so auspiciously in 1917, at Jamaica High School, were greatly extended in 1918. The work was admirably organized by Miss Myra T. Edgerton of the department of history. Before the close of school many quarts of strawberries and blackberries were canned at a remarkably low cost because of the care exercised in selecting the right time and place for purchase. A considerable quantity of gooseberries presented to the school was likewise put up as jam. During the summer months, Miss Ella A. Holmes, with the assistance of a group of high school girls, canned hundreds of quarts of peas, beans and corn as fast as these vegetables ripened in the Beaver War Gardens. In the autumn, Miss Edgerton resumed her labors by putting up tomatoes and cabbage from the same source. For handling the tomatoes there was purchased by the General Organization of Jamaica High School a machine

for sealing tin cans which had been obtained in quantity. The same organization bought several hundred glass jars. Still other jars to the number of several hundred were donated by pupils and teachers of the school. For aid in connection with this work, our thanks are due to Miss Harriet Denton, a teacher of physical training, who on several occasions generously contributed the use of her motor car.

Beaver Farm.—Thanks to the continued good offices of Col. William Griffith, Jamaica High School has been able for the second year to conduct Beaver Farm at Hollis. Five acres have been planted to potatoes and about one acre to white beans. The work is under the personal supervision of Mr. William J. Bagnell of the commercial department of Jamaica High School. Should conditions prove propitious, there may be expected from this farm a crop of the value of \$1,400.

Beaver Lunch.—Marked success has attended the taking over by the General Organization of Jamaica High School of the lunch counter, previously in the hands of a concessionaire and since appropriately christened Beaver Lunch. Through the self-sacrificing efforts of Mrs. Henry J. Wehle, member of the Parents' Advisory Council of Jamaica High School, there were secured in September, two able women workers. For the first two weeks of its existence, Mrs. Wehle gave daily hours of her time to putting the youthful enterprise firmly on its feet. Since then, Beaver Lunch has been under the able management of Miss Louise Hess, senior clerk of the school, to whose tireless industry and devotion are due the extraordinary results accomplished. Under her direction, food has been offered to pupils and teachers in variety and abundance at unusually low cost. Notwithstanding the constant increase in the prices of raw materials, there has throughout the year been no departure from the charges made in September, 1917. Because of its high food value and because it is so commonly purchased to supplement what is brought from home, milk is sold at a trifle below cost. These low prices have been made possible by economies in purchasing, by exceptionally small expenditures for labor, by the profits on such luxuries as ice-cream and candy,

and by the savings effected through the canning done in the summer and fall of 1917. To parents and teachers alike, it has been a source of gratification that in these times of financial stringency abundant food could be furnished so reasonably. Many of the pupils of the school have obtained at Beaver Lunch their best meal of the day because it could there be purchased as cheaply as it could be prepared at home. The school is indebted to Dr. Edward C. Chickering, chairman of the department of classics and treasurer of the General Organization for the monotonous work incident to handling daily the receipts of Beaver Lunch, to Mr. William C. Bagnell for the preparation of a weekly balance sheet, and to Mr. Charles H. Vosburgh, chairman of the department of physical science, for tests of various articles of food.

NEW EXPERIMENTS IN MUSIC DEPARTMENT OF NEWTOWN
HIGH SCHOOL

Music Appropriation

A Music Memory Contest, the first ever given in a New York City High School, was held June 6, 1918. Prizes were provided for three classes of contestants—high school pupils, grammar school pupils, and adults.

In preparation, the Music Department, with a committee selected from the music teachers having private pupils in the school, prepared a list of one hundred compositions of the most familiar classical and standard music, including orchestra works, piano, violin or other instrumental solos, vocal arias, songs, hymns, opera, oratorio choruses, and folk songs that all musically inclined pupils should be able to recognize with title and composer.

In the high school, during lunch period each day, programs selected from this list were rendered by students and soloists, from church and various concert organizations, and played on the victrola and player-piano with the best records that could be obtained. During the last month before the contest, preliminary

contests were given every Friday during the lunch period, one dollar in Thrift Stamps being the prize.

The private music teachers in the community selected their teaching pieces from this list, and acted as an exchange office for the families in which they had pupils for the exchange of records. Private recital programs were also selected from this list and the moving picture houses and church organists also cooperated.

The committee of private music teachers met at the high school three times during the season, and organized the Borough Committee of Community Music, working under the direction of the Music Department of Newtown High School. As far as we have been able to ascertain, this is the first time that a committee of private music teachers and the music department of any high school have cooperated and worked to a successful finish.

METHODS OF CONDUCTING CONTEST

The second division of the program saw the audience in possession of three sorts of cards, distinguished by color. Students, parents and friends—adults generally—contending for the prizes, and a third group—who wished to write down their guesses but not to enter the contest. Unannounced, twenty-five selections or parts of selections were played and sung by the artists, and the listeners recorded their knowledge of titles and names of composers on the cards.

WHO SHOULD ELECT STENOGRAPHY

An Experiment in the High School of Commerce

“Much time and effort are wasted by boys who take stenography only to drop it before they have any marketable knowledge of the subject. The boy’s English work is not a conclusive test. We are now dictating to first term stenography pupils several paragraphs, comprising about three hundred words, to be written

in longhand. The longhand writing from dictation is being marked in exactly the same way that longhand transcripts are marked, and this mark compared with the boy's rating in stenography.

My theory is that the same deficiencies and infirmities will appear in the writing in longhand from dictation that appear in the transcript from shorthand notes. This experiment should be tried with a number of beginning classes at the close of the first term of shorthand study before any conclusions are drawn."

RAPID ADVANCEMENT IN HIGH SCHOOLS

In second term bookkeeping in the High School of Commerce, Mr. Jonas gave at the mid-term a test which was set last year for the third term, with the result that of 271 boys, 175 received between 85 and 100 per cent, 41, between 70 and 84 per cent, 24, between 60 and 69 per cent, and but 31 failed. These results go to prove that too much time is now being given to bookkeeping and that this time could therefore well be shortened giving opportunity for the pupils to take other subjects.

Several of the pupils have completed two years of stenography in one year, and quite a large number have completed the subject in one and a half years. It was the intention to promote about fifty pupils from the second to the fourth term stenography, which will enable these fifty, if they sustain themselves, to complete the subject in one and a half years. If regular classes in stenography and typewriting can be taken out of the ninth period, use can be made of this period for rapid advancement classes, so that a large number of pupils can finish the course in stenography and typewriting in much less than the prescribed time.

Mr. Felter, Principal of Girls High School, writes:

"In reply to your circular letter of June 17, Item 2, I would state that during this term I have made an experiment with a rapid advance class, my aim being to have the girls entering February 1, graduate at

the same time as those who entered the previous September. No notice of my plan was given the students. They were called upon to do the regular school work for the first third of the term. Thirty-five girls, who had chosen Latin as their initial foreign language, were selected as a rapid advancement class, on the basis of daily work and a written test at the end of the first third of the term. There was not a sufficient number of pupils taking French, Spanish or German from which to make a suitable selection. The girls chosen were easily the leaders of the entire class, so that no hardship has come to any girl who chose an initial language other than Latin.

"These girls were segregated and a special course of study for the remainder of the term was mapped out for them. At the close of this term they have completed all of the 1A work and one-half of the 1B work. It is planned for them to complete the 1B work and all of the 2A work by the close of the coming term. It is needless to state that every girl has been advanced. The results upon the pupils have been most beneficial. There has been a spirit of joyous emulation developed, and while the amount of ground covered is large, the cheerful spirit of the class easily carried them over this ground. Each teacher who has taught these girls has looked forward to her daily recitation with them as a pleasure and a delight. It is my purpose to place the instruction of these girls during the coming term in all prepared subjects in the hands of the head teachers.

"It has been our invariable practice for years to give extra work to bright pupils, enabling them to graduate in three and a half years, or in some few cases, in three years, but this is the first term that an attempt has been made to segregate the bright pupils of an entire division. It will be a pleasure a year from this time to make a report upon the progress of these thirty-five girls."

Mr. Denbigh, Principal of Morris High School, reports:

"Another experiment recently conducted in this school which seems to me to be worthy of trial elsewhere, is that of segregating groups of brighter students and covering more than the usual term's work with them within the half year. Such an experiment, conducted by Miss Clara Franke of our German Department, with a group of students who had had one year's language training, enable more than thirty students to pass three years German very creditably in the Regents examination in three terms. One of these students, who began his German in this school, succeeded with an additional term's study, in passing four years' German and obtained the best rating in the school in that examination.

"I have had similar encouraging results in some selected classes in Mathematics. It is my belief that there is probably more wastage

among our brighter students than among the dullest ones and I am of the opinion that much more could and should be done by way of grading students according to their mental ability."

REPORT OF THE ENGLISH DEPARTMENT OF THE WASHINGTON
IRVING HIGH SCHOOL

The progressive spirit of the English department has manifested itself this year in many ways. One of the most important achievements of the department has been the revision of the syllabus of the technical and commercial departments to meet the changed conditions in the industrial world. This syllabus has been commended by Mr. Randolph T. Congdon, who represents the Board of Regents in the matters of high school English, and he has offered to send the manuscript with a note endorsement to *The English Journal*.

The main features of this course have been so ably explained in Miss Cohen's report that her account has been embodied herein.

"In the first term, the literature centers about the Greek, Roman, Hebrew and Norse myths and folk stories. Our aim in this term is to effect a fusion of the various folk elements with which we have to deal, through bringing home to our girls the realization of how much story material all the races enumerated have in common.

In the second term, the two centers in literature are the ballad, and the modern and contemporary short story. We put the study of the latter thus early in the course, because so many girls, unfortunately, do leave at the end of the first year, and it is distinctly worth while before they go, to give them a wholesome taste in short stories. Once out of school, they will probably read nothing much except short stories.

Believing that in the past, not nearly enough emphasis has been placed in the high schools on American literature, we devote the

entire third term to a study of American ideals and traditions as embodied in our literature. In this way, we hope to make our student body more or less free of their adopted heritage.

In the fourth term, a study of the novel is undertaken with much the same purpose that underlay the study of the short story in the second term.

In the fifth term, Shakespeare is featured. We have a minimum requirement (I might say that there are minimum requirements and options in every one of the terms) of at least six plays which we read, not as for college entrance examinations. Our belief is that Shakespeare and the Bible mean as much to people of narrow or imperfect training as to those with scholarly equipment, and for that reason we want to break down the barriers that surround the Shakespearian drama, and make it a living and pleasurable thing to our girls.

We have these technical and commercial girls of ours only six terms, and in the last of these terms, we introduce them to contemporary literature—give them a taste of all the best fiction, drama, poetry, biography and essays that the last ten years have produced.

In every one of these terms, there is a single unit of patriotic reading. I will not go into this aspect in detail, but as an example, I may say that in the first term Secretary Lane's "The Making of the Flag" is used; in the fifth term, the President's Second of April "Speech to Congress." Certain bulletins of the Committee on Public Information are also being utilized for patriotic reading. So much for the literature.

The composition work of the first year is almost exclusively vocational in character, our purpose being to enable the child to find herself, and to provide material at the same time for the Vocational Counsellor. The composition projects seek to explore the child's capacities and interests, and to capitalize these for the benefit of society.

Our technical and commercial specialization begins in the third term, and from that point the composition projects follow closely the problems in the Commercial, Design and Dressmaking courses. The correlation throughout the last four terms is as close as well may be.

Another special feature of our syllabus is the ethical center for composition which has been chosen for every term. This means that in every term at least three or four compositions are based on this ethical center; for example, the ethical center of the first term is self control; of the second term is habit; of the sixth term is community conscience. In every term too at least one composition is required to be based on an excursion undertaken outside of the school. In the first term, a visit to the Museum of Art is suggested for instance, and in the third term a visit to the numerous literary shrines of the city.

In general, we have adopted the same minimum requirements in rhetoric and grammar prescribed in the Regents Syllabus, as the latter is not so rigorous and illiberal a document as it used to be, in fact, in passing I should like to say a good word for the new Regents Syllabus.

A different aspect of newspaper or magazine work has been assigned to every term. Much of this magazine work is to be done during the oral English periods. In this connection, it should be noted that a minute time schedule has been worked out for all terms, because it has been found that in some terms proportionately more time should be spent on composition, and in other terms proportionately more time on literature."

ECONOMIES IN THE USE OF TEACHERS' TIME

Mr. Hill, teacher in charge of the annex of the High School of Commerce, writes:

"Throughout the year no teachers have been assigned to proctoring work. The squad under Mr. Clough has lent a helping hand to the few who needed it, with the result that the lunch room has been a daily

surprise. It is rare that one can find a single piece of paper on the floor at the close of the lunch period. The squad has also taken direction of the passing between classes, not to quell disorder, but to direct traffic in the very congested conditions that prevail in narrow and tortuous passages. This work of the squad should be emphasized because it has not been police work in the ordinary acceptance of that term, but has been over-sight. The excellence of the order of the annex as a whole is due to the boys in general, and not the squad boys in particular. It has been self-government of the only kind that I approve of, namely, self-control."

TEACHERS' SALARIES

We seek to make the education of our boys and girls in high schools more effective by means of changes in the course of study, by the introduction of new methods or the recasting of the subject matter, but our efforts prove wasted because we have not teachers of the capacity, training and experience which are needed for the new work. There can be no permanent improvement in our education, even the present standards cannot be maintained unless we are able to attract an ever fresh supply of competent teachers. This past year, the supply has been largely cut off and in addition many of our most progressive teachers have left us for other fields of work because they have reached the breaking point economically, the point at which they can lower their living costs no further without injury to health and to their sense of decency.

On August 1, 1914, Dunn's Index of Wholesale Prices was 120.7, whereas on October 1, 1918, it was 232.2. Prices in these four years have almost doubled. In 1897, when the high schools were established in Manhattan and The Bronx, the index was 72.4. Prices have thus become threefold, whereas during the same period the salary of the high school principal has not been advanced at all, the maximum salary of the first assistant has been raised 5 per cent, and that of the assistant teacher 26%, while the salary of the substitute teacher has been actually reduced 20%.

The purchasing power of a high school teacher's salary is now but 52% of what it was in 1914. Teachers salaries have thus, in effect, been reduced to a point where the established standard of

living for a teacher can be no longer maintained. The teachers as a body are discouraged, many of them hopeless, as they see their salary shrinking day by day. Under these circumstances good work is almost impossible. No slight increase will avail. A general increase of not less than 40% of the annual salary is essential if we are to have an efficient body of teachers. No matter what the total cost, the increase should be granted since the lessening in efficiency due to the present deplorable financial condition of the teachers will, in the long run, cost the City of New York in the decreased productiveness of its youth, due to poor teaching, many times the cost of living wages for its teaching body. Inasmuch as the Board of Education must obtain the funds for this purpose from the Board of Estimate, and since experience has shown that Boards of Estimate are rarely willing to assume the responsibility for great increase in the annual budget, all who are interested in the welfare of the schools, the Board of Education, the supervising force and the teachers, should unite in urging the legislation to afford the needed relief. Without such relief, next year will see not an advance but a recession in the quality of work in our high schools.

RESIGNATION OF PRINCIPAL DENHIGH

The high schools have suffered a great loss in the resignation of Mr. John H. Denbigh as Principal of the Morris High School to take effect September 1, 1918. He leaves us to become President of the Packer Collegiate Institute of Brooklyn; and thus for the second time succeeds Dr. Edwin J. Goodwin, his former chief.

Mr. Denbigh joined the New York School System as a teacher of mathematics in the Morris High School in 1897, when that school was founded with Dr. Edward J. Goodwin, as Principal. He was made chairman of the department of mathematics and continued in that position until 1904 when he succeeded Dr. Goodwin, as Principal.

During those seven years he had proven that he was not only a scholar, a man of broad culture, a master of the technique of

teaching but above all that he was a born leader who led because in his relations with pupils and fellow teachers, he displayed a firmness of character, a devotion to duty, a moral earnestness which won the request and affection of all. When Dr. Goodwin resigned to become Second Assistant Commissioner of Education, he was therefore looked upon as the logical successor to the man with whom he had so loyally and enthusiastically served in creating in this city a new type of school.

As he had been a leader among the teachers of the Morris High School, so he became in like manner a leader among the principals of the city, standing always for sound scholarship, strong discipline and the resulting development of sterling character as the aims of school work. Not content with this untiring service for the boys and girls of the Morris High School, he found time and strength for participation in almost every movement in the Bronx, whether religious, educational or social, which made for the improvements of living in that rapidly changing section. As a member of the College Entrance Examinations Board and of the State Examinations Board, he ably represented the interests of the schools and made his influence widely felt.

We all wish him continued success and happiness in his new field but we are sorry to have him go.

CHANGES IN PRINCIPALSHIPS

To fill the vacancy in the principalship of the Richmond Hill High School, caused by the retirement of Mr. I. N. Faylor in August, 1917, Mr. Irving A. Hazen was transferred from New Utrecht. To this resulting vacancy, Principal Potter of Bay Ridge was transferred and to the position of principal of Bay Ridge High School, Miss Kate E. Turner, for many years assistant principal of Erasmus Hall, was appointed, November 19, 1917. She thus became the first woman to serve as principal of a high school in this city.

Allow me to express my appreciation of the services of Dr. James P. Haney, Director of Fine Arts in High Schools, whose skilful direction and enthusiastic leadership have brought about each year an ever clearer definition of aims and unity of purpose, an ever greater advance in the quality of teaching and so a development of taste and a power of execution on the part of our pupils of which the schools have reason to be proud. He has thus demonstrated beyond question the wisdom of establishing the position of Director of Fine Arts. His efforts have increased the efficiency of the body of drawing teachers out of all proportion to the cost of his services. I can but believe therefore that similar results would follow the assignment of directors of like ability, if such could be found, to the supervision of commercial branches, of science and of civics and economics.

I have recounted elsewhere the services of Mr. Lawrence A. Wilkins, the Acting Director of Modern Languages.

Mr. Herman H. Wright has continued to take charge of the routine administrative work of the division and has had charge of the increase or decrease of teaching positions, the supplying of substitutes, the appointment and transfer of teachers, the ordering of supplies, repairs to buildings, approval of building plans, excuse of absence of teachers and leaves of absence of teachers, etc. Another year's experience has made his services of even greater value than last year. He has not only saved the Board of Education many thousands of dollars through the economies he has effected in the teaching force and in supplies but he has greatly increased the efficiency of the schools in that he has seen to it that their requisitions for supplies were properly filled and that teachers were available as the need developed. Because of demonstrated ability, I urge that Mr. Wright's tenure be made permanent and that a compensation be given him commensurate with the value of his services.

Permit me to express my appreciation of the cordial cooperation I have received from District Superintendents Roberts and Boylan, who, though not assigned to the division under my

supervision, have worked most effectively with the division in cases of superior merit and renewals of licenses.

RECOMMENDATIONS

Allow me to summarize my recommendations as follows:

1. That sites and buildings be acquired for the Julia Richman High School, for the Brownsville High School and for the Washington Heights High School, for a commercial high school for girls in Brooklyn, and for a technical high school in the Bronx.

2. That the Jamaica Training School be consolidated with the Brooklyn Training School.

3. That the Board of Estimate be requested to provide funds for the increase of our facilities for Physical Training, so that the provisions of the Welsh law may be carried out in our high schools.

4. That the city should establish an all day country high school.

5. That a bureau of physical reconstruction of pupils should be established.

6. That teachers salaries in high schools be substantially increased.

7. That a summer high school should be conducted.

8. That Modern European History be required for five periods a week for one year.

9. That continuation classes in bookkeeping, stenography, typewriting, office practice and filing, for women, be conducted in the Julia Richman High School and other high schools, for units of two hours each in the late afternoons and evenings.

10. That Economics be made a required subject for graduation.

11. That Community or Local Civics be made a required subject for graduation.

12. That first year unit courses for training for business be offered in our high schools.

13. That modern language teachers endeavor to develop predetermination tests for modern languages.

14. That a first assistant in commercial branches, and one in science, be assigned to this office for the purpose of supervising the teachers and improving the methods in the new courses in those subjects which are just being established.

15. That Mr. Wright and Mr. Wilkins be given permanent tenure.

Respectfully submitted,

JOHN L. TILDSLEY,
Associate Superintendent
In Charge of High Schools and Training Schools

ART IN HIGH SCHOOLS

REPORT OF JAMES P. HANEY—DIRECTOR OF ART IN HIGH SCHOOLS

NEW YORK, JULY 31, 1918.

MR. WILLIAM L. ETTINGER,
Superintendent of Schools.

DEAR SIR:

I have the honor to submit the following report on the teaching of Art in the high schools for the year ending July 31, 1918. This statement presents in brief form the general advance of the department and the steps taken during the year past to forward its activities.

Particular attention is called to the immediate need of further development of the industrial phases of the high school art courses. Many signs serve to show that the economic needs of the city demand additional emphasis placed upon the training of talented pupils that these may be led to seek further instruction in the arts and so may be prepared to play a part in the keen industrial activity which will follow the war. Every indication points to the fact that European nations are striving to conserve the artistic talents of the gifted, with a view to the practical utilization of these in the intense trade competition which must inevitably succeed the establishment of peace. If we are to play a successful part in this competition, the preparation for it must be made at the present time. New York City owes it to the country at large to set an example in this direction. Its public fostering of the arts through its high school courses will form not the least valuable of its contributions to the economic welfare of the country in the years to come.

GENERAL REVIEW OF YEAR'S WORK

The stress of the war has naturally made itself felt in the department as elsewhere throughout the school system. As a whole the schools have lost in attendance, this being marked in the smaller entering classes, and in the continuous shrinkage of the upper classes. The number of teachers in the department has been reduced from 149 to 142. The number of pupils taught drawing in the first two high school years (in which the subject is required) has decreased from 45,259 (May, 1917) to 44,323 (May, 1918).

An additional effect of the war has been the withdrawal from service of a number of men teachers and substitutes. This draft upon the corps will doubtless be continued in the years to come. Of necessity very few men candidates for positions present themselves for examination. In consequence there is a slow but continuous process of replacement of men teachers by women teachers proceeding throughout the schools. It is unlikely that after the war there will be any decided movement of men back to their former positions. The change now being experienced will be a permanent one. This has several disadvantageous aspects. These appear when it is remembered that the city high schools must carry some thirty thousand lads each year through the period of their adolescence. A strong leaven of well-equipped male instructors for these boys is as necessary in the art department as elsewhere.

There has been a steady growth of the department's activities. The number of schools offering elective courses has increased from 15 to 20, and the standards of work in these courses have advanced. There has been a coincident advance in the teaching of design in the first high school year. More practical work has been done; that is, more designs have been planned for material and practically worked out in the material for which they were planned. The serviceable nature of the art courses has been well demonstrated by the teachers in exhibitions of excellent applied art work, and the cooperation of the art societies in the work of the schools has been continued and strengthened. Par-

ticularly in this connection should be mentioned the scheme of art scholarships, developed by the department in cooperation with the School Art League. During the past year, this scheme has been revised so that instead of two or three schools a number now offer the scholarships, while several more are preparing to offer them.

SERVICE OF THE CORPS

Cordial commendation is to be given to the corps of art teachers as a whole. The increased demands made upon them by virtue of the war have been met heartily and cheerfully. Despite the greatly increased cost of materials and the difficulty of securing many of the needed articles (not furnished by the School Supply Department), used in the crafts, they have forwarded the applied art work in many ways and have secured many more examples than heretofore. Without this cordial cooperation this practical advance had not been possible. In addition, these instructors have given valuable aid in the various campaigns for the Liberty Loans. They have organized Red Cross and other bazaars, have held sales of articles made in school to aid in the development of scholarship funds, have attended in number the Saturday classes held for their instruction, and have aided in many ways the development of the several exhibitions of the department's work held during the year. For the generous and self-sacrificing spirit in which their service has been given the thanks of the department are due. It was a service truly cooperative—done by all for the good of the system as a whole.

SPECIAL MENTION

In addition to the general work of the department, it is desired to make mention of the following instructors and schools for aid of special importance: Miss Helen S. Hutchinson and Mr. Morris Klein, for instruction given to the teachers of the department in the Saturday classes; Miss M. Josephine Littig for the development of first year commercial work in design of unusual excellence done under difficult conditions; the art departments of Bushwick

High School, Washington Irving High School, Manual Training High School, and Morris High School, for generous service and highly successful results in raising funds through sales of work for the industrial art scholarships of the schools. The total of the sums thus raised is over one thousand dollars. The art departments of the Morris High School Girls High School and Jamaica High School rendered much assistance in the very successful Red Cross bazaars of these schools.

SERVICE ROLL

The following members of the department have joined the colors in the service of the country; Mr. Ely N. Behar, of the Morris High School; Mr. David L. Strumpf, of the High School of Commerce; Mr. William Hirscher, of the Stuyvesant High School; Mr. Charles A. Reichenbach, of the Commercial High School; and Mr. Philip Gronemeyer (substitute), of the Boys High School. Mr. Maurice C. Boyd, of the Boys High School, is serving with the Y. M. C. A.

JESSIE HALL BINGHAM

With a profound sense of loss, there is recorded the death, on July 25, 1917, of Miss Jessie Hall Bingham, head of the art department of the De Witt Clinton High School. For over fifteen years, Miss Bingham had been connected with the city schools, at first as an assistant to the supervisor in the art department of the elementary schools and for the last seven years as an art teacher in the De Witt Clinton High School. As head of this department, Miss Bingham had carried the work forward to a high degree of excellence. She was gifted with a personal charm which drew pupils and associates to her, and a professional skill which rendered her services of greatest value to the city. Her fortitude and courage, through a long and painful illness, were the admiration of all who knew her, and her associates and co-workers will not cease to regret her untimely end at the very height of her power.

In her death, the art department has lost one of its most talented and devoted teachers. A memorial service in Miss Bingham's memory was held in the auditorium of the De Witt Clinton High School, on November 12, 1917.

THE OPPORTUNITIES FOR PUPILS OF THE CITY HIGH SCHOOLS

It is desired here to make a note of the widening opportunities which are being opened by the high school art department to pupils of talent. For the great majority of those in attendance on the schools, the department serves as an introduction to what may be called "practical aesthetics;" that is, to the cultivation of taste in relation to immediate surroundings. This instruction is given in simple and appealing fashion by making its lessons turn upon questions of color and design as these appear in dress, interior decoration, commercial advertising, etc. There is also given to these pupils, some skill in the handling of brush and pencil, some ability to draw from objects with skill and precision, and some appreciation of the work of craftsmen, through exercises calling for the application of pattern to material.

For the greater number, the time given to this instruction does not permit more than a bare introduction to the subject. Commercial pupils in academic schools spend but two forty-five minute periods a week for some thirty weeks in its pursuit, and academic pupils but double this time, save where they are preparing to enter one of the Training Schools for Teachers. In the latter case the study is pursued for three years (a total of 67 hours of practice). It is manifest that pupils cannot be carried far in these limited periods. To a majority this art teaching can touch only the elements, and can but serve to give a modest skill of hand and eye, with some insight into matters which make for appreciation of the work of professional artists.

But in the total which makes up the high school group, there will always be found a number to whom the work acts as a keen stimulus to further study. These are the talented pupils who are

to be discovered and carried still further forward. It is with these pupils in mind that the department is continually increasing its opportunities for special study. It now offers advanced elective courses in the fourth high school year in nearly every school, and a carefully developed plan for industrial art training for girls in the Washington Irving High School. This school, as noted in a succeeding paragraph, offers also a post-graduate art course for talented pupils from other schools. A similar course is needed for boys, and one of the aims of the department is to see the establishment of this instruction.

The organization of a plan for the sifting out of the talented has, however, already advanced to a point where definite results can be presented. Twenty schools are offering advanced elective work in some form. (Drawing, Design, or Interior Decoration.) Several of these schools are preparing to offer scholarships to promising pupils, which will give them a year of additional instruction in our industrial art school; one school (the Washington Irving) offers a professional course leading directly to the trade and opportunities for talented graduate pupils from other schools to complete this work in a year's time. All this makes for progress toward one of the goals at which the department aims; to wit, the organization of a system which will offer to the artistically gifted boy and girl an opportunity to develop their special talents while in high school, conditioned by a personal interest in their welfare which seeks to guide them into channels leading to professional training and advancement.

THE FUTURE OF THE HIGH SCHOOL ART DEPARTMENT

In the light of the preceding reference to the developing opportunities offered to the talented pupil, a brief review may be undertaken of the possible and desirable widening of the department's activities in other directions. Because of the growing importance of the industrial arts and of the changing conditions of trade brought by the war, this review may properly present various steps which might be taken to place the art department in a

position to meet the industrial needs of the community. The several paragraphs which follow present, in brief, some of the more important of these steps. They are offered at this time and in this form, as an outline of the plan for the department's future expansion.

1. *A Central Industrial Art School.*—A school of this description, with a variety of industrial art courses, is imperatively demanded at the present time. It should be under the city's direction and should maintain an intimate relation with the high school system to the end that talented graduates of the high schools might be directly forwarded into its classes. Only in this way can the city properly conserve its industrial art talent and develop it to the point where it will prove of most significant value to the community. No extended argument is offered for the establishment of this school. It has been repeatedly offered in previous reports, but is best to be read in the school system of every foreign nation. Abroad, where the importance of the conservation of talent is thoroughly grasped, schools of the type indicated are to be found in every industrial city.

2. *A System of Industrial Art Scholarships.*—A system of this description is needed, in addition to a central industrial art school, to insure talented pupils free instruction, and in addition, some financial aid during the period of their preparation. Similar scholarships are now to be had for those wishing to pursue scholastic courses. These should be extended to include the student with artistic gifts, who desires but cannot afford to undertake prolonged training. One again need only look abroad to see wide-spread efforts to insure this training for the deserving. "Stipendia," as they are called on the Continent, or "grants," as they are termed in the English system, are made to students whose work is rated as excellent but whose means forbid a continuance of their study without some financial aid. This is an economic question, not one of charity. If this country needs trained designers in the industries—and it surely does—then it must be prepared to pay for their training. The method recommended is one which has the sanction of the long experience of wise observers in other school systems than our own.

3. *Elective Art Courses.*—At the present time there offers in the fourth year of the high schools a system of Elective Art Courses. This is of comparatively recent development but has already proved its value. An extension of this system is needed downward through the high school grades, to the end that talented pupils may find open to them in several (if not all) of the schools, an opportunity to elect courses in drawing and design of from five to ten periods a week in the second and succeeding high school years. This again is but another step toward the discovery and sifting out of these pupils and their adequate preparation for further professional training. If this plan is put into operation, it will become possible to organize a school for boys on a similar basis to the highly successful industrial art school now carried on for girls in the Washington Irving High School.

4. *A Trade Co-operative Committee.*—An organization of a committee in what is known as “the Trade” would advance the work of the high schools, provided that those composing it were representatives of the foremost industries and were interested and active in aiding the work of the schools. A co-operative body so composed would offer an opportunity for the review of school plans and their discussion from professional standpoints, it would bring the art teachers into desirable relations with the art world outside the schools, and would permit those in that world to obtain a better and more sympathetic insight into the work of the class room.

5. *Art Trade Apprenticeships.*—Through the development of trade relations it would become possible to promote a scheme of art trade apprenticeships, or better perhaps termed “trade scholarships.” These should take the form of positions for industrial art graduates of the high schools in trade studios (*i.e.*, the designing rooms of different art industries), where they would be employed on a living wage with the opportunity for early promotion as the learner advanced. This limited trade apprenticeship would serve as a very valuable introduction to the practical world outside the school, for though the latter may teach well within its own walls, the actual experience of the shop is necessary

to the learner's education. In this suggestion may be found the solution of a difficult problem—that of the introduction of the school-trained student to the professional field. Practical experience within our own system has proven the value of the suggestion and has indicated the possibility of its wider application.

6. *A Placement Bureau for Talented Graduates.*—A corollary of the recommendation above would be the establishment, in connection with the art department, of a bureau whose functions would be the ascertaining of the needs of the art trades of the city and the placement of talented graduates in positions where their particular training and skill would be utilized to the best advantage. Similar placement bureaus in other high school departments have already been found to be of marked value.

7. *A Training School for Art Teachers.*—A school of this description under the auspices of the city would prove of great value. The city itself could absorb many of its graduates as art teachers in the elementary and high schools, and graduates in excess of the needs of the city could readily obtain positions in other school systems. It could best be developed in connection with the industrial art school already described. The advantages attaching to it would reside in the opportunity which would offer of developing courses of instruction particularly adapted to the needs of present-day conditions of instruction. Most, if not all, normal art schools are weak in the department of "methods." The techniques of drawing and design are taught, but not equally well the methods of teaching these subjects to elementary and high school pupils. Few normal art schools have adequate provisions for "practice work," the average normal school for grade teachers offering far more in this department than does the art school. As a result, the art teacher on graduation is less well-prepared to teach than is the teacher prepared for the grades. This disadvantage is one not easily overcome. The art teacher undrilled in the technique of preparing and presenting lessons lacks a very essential element to a class room success and must later acquire it with difficulty. It is a mistaken belief that the best training ground for the teacher is the class room. If the

beginner has been well-grounded under good critic teachers before essaying regular practice, the class-room affords an opportunity for the application of lessons learned. If on the contrary, the teacher has been ill-prepared, there is every likelihood of errors in preparation, in presentation, questioning and demonstration being repeated indefinitely, and made difficult of correction through such repetition.

8. *Credits for College Entrance.*—Decided advantage would attach to a plan offering credits in drawing for college entrance. At the present time the talented pupil is steered away from his talent rather than toward it. If he desires to go forward to college courses he must prepare in those subjects which are credited for college entrance. As the drawing done in high schools is not credited, he must perforce neglect the subject for which nature has given him a peculiar ability. The result of the present unwise arrangement is that classes designed for pupils of talent see these pupils anxious but unable to elect the work. This condition of affairs should be abolished in favor of one which gives equal credit, hour for hour, to drawing as to other subjects offered for college entrance.

9. *Supplemental Pay for Chairmen.*—Recognition of the additional labor and responsibility entailed by the position of chairman in the larger high schools should be recognized by supplemental payments attached to the position. These payments in appropriate amounts would serve as an increased stimulus to professional study of the problems offered in these executive positions. They would also act to stimulate those in the corps gifted with administrative ability to advance this in every possible way with a view to promotion to the office of chairman. The position of First Assistant is now recognized as a salary grade. It does not necessarily carry with it the assignment of the chairmanship of the department. The latter is the real executive position and should be subject to change dependent upon the assigned officer's ability to do the work essential to the office. If additional work is thus required of a teacher without a first assistant's license it should be rewarded. A plan which gave a moderate supplement

to chairmen in schools with six art teachers (and less than twelve) and a somewhat greater supplement to schools with twelve art teachers (and over), would meet the needs of the situation. At the present time there are in the art department only three first assistants. These are chairmen in their respective departments, two in departments of six teachers, one in a department of seven teachers. Of the twenty-four high schools only one has but a single art teacher; eleven, have more than six teachers (and less than twelve). Only one has more than twelve teachers (*i.e.*, the Washington Irving High School, with twenty-one art teachers.)

10. *Recognition of Distinguished Service.*—The entire school system lacks any adequate scheme of recognition for distinguished service. Great corporate bodies have long recognized the fact that such recognition is a legitimate stimulus to work of a high order of merit. This stimulus does not come and cannot come from automatic increases in pay. It should be given in the form and with the public honor attached to it that would serve to mark the recipient as one who has given to the city and to its school system an unusual measure of devotion and one not required by by-laws and regulations. That there are such teachers in the city's service, no one who knows that service can have a doubt. It should be possible for the heads of schools or of a department, as the art department, to nominate from time to time, those whose services are of unusual merit, that their services may be considered by an appropriate board. If found worthy, they should be rewarded either by citation by the superintendent of schools or in such other fashion—medal, certificate, distinguished service order, etc., as may be deemed appropriate.

RECOMMENDATIONS APPROVED

In connection with the foregoing statement of the steps which profitably might be taken to widen the department's activities, it is desired to note that several recommendations of the department made in previous years have been approved by the Board of Superintendents but have had no favorable action by the Board of Estimate and Apportionment.

These recommendations still stand as phases of work which would serve markedly to increase the value of the department to the city. Among them will be found the group adopted by the Board of Superintendents at the meeting held, May 25, 1916, and recommended to the Board of Education for inclusion in the school budget for 1917, as follows:

1. *Resolved*, That the Board of Superintendents recommends for the Budget for 1917, an art scholarship in each high school, at \$100, the sum of \$2,400.

2. *Resolved*, That the Board of Superintendents recommends for the 1917 Budget provision for one art cooperative teacher at \$1,200.

3. *Resolved*, That the Board of Superintendents recommends to the Board of Education that in providing for the erection of new high school buildings, 2 per cent of the total cost be appropriated for mural decorations.

4. *Resolved*, That the Board of Superintendents recommends for inclusion in the 1917 Budget an appropriation for three Saturday morning art classes (for high school pupils) on thirty Saturdays; teachers at \$6 per day, \$540; supplies at \$25 per class, \$75; incidentals, circulars, postage, etc., \$100. Total \$715.

5. *Resolved*, That the Board of Superintendents recommends for inclusion in the 1917 Budget an appropriation for exhibition cases in the high schools at \$300 each, a total of \$3,000.

WAR SERVICE OF THE ART DEPARTMENT

The most significant work of the art department during the past year has been the conservation and development of industrial art talent that it may be available in the commercial struggle after the war. This conservation and development have been carried on by various agencies: Competitions, special courses, scholarships, trade committees, trade visits, etc. In itself this

is the most important service the art department is doing for the schools in connection with the war.

Among other contributory elements of the department to the war work of the schools, the following are noted:

1. Making of war posters. These have been made in great number for the Red Cross, Liberty Loan, etc. Many hundreds have been devised and several exhibitions of these posters have been held.

2. The development of large graphic charts to aid in the Liberty Loan and other campaigns. Much ingenuity has been shown by the art teachers in the construction of these charts. They have been found very stimulating to the workers and to the contributors.

3. The sales of articles of aesthetic value made under the auspices of the art department to raise funds for Red Cross and other purposes. Very significant contributions have been made in this way through the art department. The Washington Irving High School made \$400 profit at its bazaar, Christmas, 1917. The Morris High School made over \$1,200 profit at its fair in June, 1918. Many bazaars in other high schools have been held under the auspices of the art department.

4. The promotion of industrial art scholarships has been specifically advanced because of the war, by the different art departments, that talented pupils might be available for service to the art trades immediately after the war.

5. The art departments of different schools have assisted in various ways in the artistic supervision of entertainments given by other departments for war charity and relief. This assistance has been given in stage decoration, stage management, lighting, etc.

6. The art department has aided through the various magazines and publications of the high schools by contributing pictures of a stimulating nature dealing with the war. The illustrations

have served to make the magazines of current interest and value in quickening the understanding of pupils as to the nature and purpose of the war.

PUPILS UNDER INSTRUCTION IN FIRST TWO YEARS

Register of pupils in First Year classes for month of May, 1918.	13,238 Boys
	14,180 Girls
Register of pupils in Second Year classes for Month of May, 1918	8,173 Boys
	8,732 Girls
Total pupils in First and Second Year classes.....	44,323
Total number of pupils under instruction, May, 1917.....	45,259
Decrease in year.....	936

Note.—Drawing is a required subject of all pupils in the first and second high school years, with the exception of a limited number in short commercial courses, that study drawing only in the first year.

TEACHERS UNDER SUPERVISION

High School	Men	Women	High School	Men	Women
Commerce.....	6	1	Eastern District.....	..	4
DeWitt Clinton.....	6	4	Erasmus Hall.....	2	5
Julia Richman.....	..	5	Girls.....	..	7
Stuyvesant.....	8	..	Manual Training.....	1	5
Wadleigh.....	..	7	New Utrecht.....	..	2
Washington Irving.....	..	22	Bryant.....	..	3
Evander Childs.....	1	4	Far Rockaway.....	..	1
Morris.....	..	11	Flushing.....	..	2
Bay Ridge.....	..	5	Jamaica.....	..	3
Boys.....	7	..	Newtown.....	1	2
Bushwick.....	..	6	Richmond Hill.....	1	1
Commercial.....	6	..	Curtis.....	..	2
	<u>34</u>	<u>65</u>		<u>6</u>	<u>37</u>

Total: 40 Men, 102 Women. General Total, 142.

Total number of teachers, June, 1917, 149. Decrease in year, 7.

Respectfully submitted,

JAMES P. HANEY,

Director of Art in High Schools.

NEW YORK CITY BOYS IN FARM SERVICE

SUMMARY OF WORK IN 1917

As early as 1912 the seriousness of the farm labor question was being felt in all parts of the country. Industries were paying larger wages than the farmer could afford to pay. The attractiveness and convenience of city life compared with farm life lured the boys from the land; farmers, short of help, produced less food than before; the population kept increasing, and the high cost of living was a fact.

The United States from the beginning of the war was a big factor in furnishing food, transportation, and munitions. These pursuits necessarily took a great many men from the farms, and the cost of living took another step upward.

At the time of the sinking of the *Lusitania* it became evident to thinking people that the United States would play a more active part in the war than either Germany or the Allies had suspected up to that time, and the young men of the country began to enlist in the French, English, and Canadian armies. The men who went to fight reduced the number who stayed at home to grow the food necessary for the sustenance of the armies and civilian population.

For three years antedating our entrance into the war immigration from Southern Europe shrunk to the vanishing point. The number of foreign laborers entering the United States decreased at the rate of almost a million men a year.

On April 6, 1917, the United States entered the war; the selective draft was put into operation; farm help dwindled more rapidly than ever. The farm census showed that New York State farm workers decreased nearly 20,000. It became evident that a new source for such labor must be sought. Various suggestions were made; business men were asked to help, and closed their

stores part of the day, going into the fields to work; various organizations made efforts to induce city employees to go to work on the farms; industries were asked to close for a few days at a time in order that the factory workers might go into the fields. These efforts, creditable as they were, gave the farmer only intermittent help but did not give him the relief which he so much needed—the steady, dependable labor to grow enough food for our own maintenance, the sustenance of our armies, and the big surplus for our Allies.

At this point, early in 1917 when our armies were forming, it was decided that school boys of the cities and villages should form an agricultural army to drive back the spectre of hunger and fill the gap in the ranks of food production.

From Dr. Tildsley's report of 1917. The Board of Education of New York City was well to the forefront of the movement. At a regular meeting on April 11, a resolution was adopted providing for the appointment of a Special War Service Committee of the Board. The following members were selected to act on this committee:

Mr. Gilpatric, Chairman
 Mr. Allison
 Mr. Churchill
 Mr. Dwight
 Mr. Giddings
 Mr. Weber
 Mr. Mullan

In order that there might be some teachers who would devote their entire time to the movement, a High School Sub-Committee was appointed at the request of Mr. Gilpatric. This committee consisted of:

Mr. George Hewitt, Evander Childs High School.
 Dr. Michael H. Lucey, Principal Julia Richman High School.
 Dr. John D. McCarthy, Morris High School.
 Frank A. Rexford, Erasmus Hall High School.

Mr. Hewitt directed the work up to July 1, and Dr. Lucey after that date.

On April 19, Dr. Tildsley called a conference of High School Principals for Monday, April 23, to talk over the matter of volunteers for farm cadet service. In the meantime, blank forms headed, "Volunteer for Farm Cadet Service" had been issued by the State authorities, and distributed to all the high schools, in sufficient number to enroll all boys if necessary. Coming, as these blanks did, when the public mind was filled with the appeals of the President and other public officials, thousands of boys enrolled. The boys expected to be uniformed and to be taken out of school on May 1. As a consequence, their interest in their studies slackened and the work of the schools was seriously hampered.

While the State had asked us to enroll the boys, it had made no definite provision for placing them. This task was now taken up by the sub-committee mentioned above, acting under the direction of Mr. Gilpatric. Mr. Rexford of Erasmus Hall had already worked out a plan whereby a group of students under his direction would go into the country and work their own land and market their own crop.

Dr. McCarthy who had had considerable experience in placing boys on farms, now had 10,000 circulars suggesting the value of the boys as farm helpers distributed, between April 27 and June 11, among the farmers of New York State, by means of milk companies, railroads, express companies, agricultural organizations, chambers of commerce, newspapers, etc. But this seed, for the most part, fell on stony ground. Everyone except the farmer was evidently awake to the situation. From the 10,000 circulars only thirty answers were received, and it is doubtful if more than ten boys were placed as a result of this advertising. The season was late, and besides, the farmers were not willing to take city boys.

In the hope that something further might be done to bring the urgency of the situation home to the farmers, an invitation

was sent by Dr. Tildsley on May 3 to all teachers in high schools interested in the farm service work to meet and discuss ways and means of making a more personal appeal to the farmers. About seventy-five teachers responded to this call and contributed several concrete suggestions as to how best to reach the farmer. The suggestion that seemed to be most possible of immediate application was that those teachers who were well acquainted in farming communities within two hundred miles of New York City should be excused from their school duties for a few days to go to the farmers and try to convince them that they must increase the food production during the coming summer, and that they would in any event have to depend on high school boys in a large measure for help.

In accordance with this suggestion teachers from the various high schools were sent out for a few days at a time to canvass their former home counties in New York, New Jersey, and Pennsylvania, but for the most part their reports were not promising. The farmers were dubious about city boys; they wanted efficient farm laborers; the boys would smoke cigarettes in the barn; they would not be used to getting up early; they would not stick to the job when they got blisters on their hands. Despite these pessimistic croakings a number of men did place groups of boys here and there in the country near their own former homes.

Superintendent Lyons was one of the first to take a group, going up to Brookside Farm near Newburg with twenty-four boys. This camp was later put in charge of Mr. Herbert McCreary of Manual Training High School. These he quartered partly in a schoolhouse and partly in a tent furnished by the New York City Board of Education. Mr. Frank Trapp of the Morris High School placed twenty-three boys on farms near his home at McLean, N. Y., while Mr. Franklin D. Robinson of New Utrecht High School did the same with a group at Maryland. Mr. Frank A. Rexford of Erasmus Hall High School started a camp of fifteen boys on his own farm at Earlville, N. Y. Through Dr. Michael H. Lucey, Mr. Gilpatric, Chairman of the War Service Committee

of the Board of Education, succeeded in getting the co-operation of an organization known as the Long Island Food Reserve Battalion. This organization ultimately established six camps of fifty boys each, over half of whom were taken from the city high schools.

Thus, despite discouragement at the start, the movement grew. On May 2, there were only thirty-one boys placed; a month later there were over six hundred, while the total number that was finally placed was approximately one thousand.

The boys of the high schools responded to the call with enthusiasm. In fact, during the month of May the applicants outnumbered the positions twenty-five to one. Although patriotism was the ground on which the appeal to the boys for farm service was largely made, other factors, such as a desire to go out into the country for the summer and a desire to earn money undoubtedly prompted many boys to offer their services.

ATTITUDE OF FARMERS

From an attitude of skepticism or distrust the farmers in most cases came to have a feeling of cordial, active sympathy and willingness to do much to cooperate with these directing the work. It is only fair to state that at the end of the 1917 season there were still some farmers who had not been converted to the feasibility of the movement to put city high school boys on farms. In some cases this was due to the fact that the boys selected did not make good; in others to a temperamental maladjustment, and in still others to the fact that the farmers were very inconsiderate of the boys, and did not appreciate the limitations of a boy's ability to do farm work.

FARM SERVICE IN 1918

The experiences of the summer of 1917 made it evident that steps should be taken early if the boys were to be properly organized and be of great help as food producers. On January 4, the

matter was placed before the State Education Department at Albany and the plan for projecting boy labor was discussed and approved. On January 11, the High School Principals' Association at the request of Superintendent Tildsley discussed the matter from the school standpoint, each principal reporting on the scholarship of the boys then in school who had been out for farm service in 1917. The results were encouraging. The principals in general reported that the boys who went out for farm service in 1917, including those who were not considered good students, had returned to school in the fall, and had done, on the whole, better work than previously. The reason for this was attributed to the fact that they had had this farm experience. The plan of sending boys out on farms in 1918 was approved.

On January 21, Mr. Calvin Huson, Director of the Bureau of Production of the New York State Food Commission, went over the plans for placing boys on farms, and while somewhat skeptical, said that he believed that if the boys were properly supervised, "they would do a wonderful amount of work," and that he would try to influence the Food Commission to make an appropriation for covering the traveling expenses of boys and supervisors.

On February 1, the New York City Board of Education placed Frank A. Rexford in charge of the New York City boys who were going out for farm service.

February 19, the Food Commission held a regular meeting at which D. F. Putnam, Madison County Farm Bureau Agent, J. Arthur Brooks, representative farmer, and Frank A. Rexford were present. These men explained how the boys' help had worked out in their county in 1917, and requested that the Food Commission endorse a plan to appropriate a substantial amount for sending the boys. February 20, enrollment started in each of the nineteen New York City high schools attended by boys. A teacher was placed in charge of the work in each school and acted as enrollment officer. March 1, a survey was taken of the number of boys available and the number physically fit in the high schools. The results showed that there were 8,803 boys physically fit and

923 volunteers. March 2, the State Education Department at Albany made final arrangements for releasing boys for farm service. March 4, the State Food Commission created the New York State Boys' Working Reserve as a vehicle for promoting boy labor on farms. For this organization they made an appropriation of \$50,000 to pay the traveling expenses of boys and supervisors—\$25,000 of which was to be used by New York City boys exclusively. Mr. Henry D. Sayer of the State Industrial Commission was appointed Director. Mr. Barnes of the State Employment Bureau, Dr. George W. Edwards of the United States Boys' Working Reserve, and Mr. Rexford representing the New York City Board of Education were made Assistant Directors. March 7, the Board of Education passed a resolution appropriating \$19,000 for the purpose of assisting in the placing and supervising of boys enlisted in the New York State Boys' Working Reserve.

The boys did not move very rapidly. They enlisted and were faithful to their pledge, but the farmers did not realize the importance of having help immediately. They believed that some wind of destiny would blow experienced help to them.

The method of placing boys was resorted to which proved so successful last year. Teachers in the schools who were acquainted with conditions in the country volunteered their services and went to their home neighborhoods to interview farmers and find places for the boys. No boy was allowed to leave school until a contract was signed by the farmer, thus the boy was either at school or at work. The New York City boys were given the territory east of Ithaca and south of the Mohawk River. The boys in up-state cities were enrolled to go out on the farms. Where there were not enough local boys, groups were shipped from New York City. The forms of enlistment blank and farmer's application blank were as follows:

ENLISTMENT BLANK
NEW YORK STATE BOYS' WORKING RESERVE
OF THE NEW YORK STATE FOOD COMMISSION

NEW YORK STATE
DEPARTMENT OF EDUCATION

NEW YORK STATE
PUBLIC EMPLOYMENT BUREAU

NEW YORK STATE
FARM BUREAU ASSOCIATIONS

CO-OPERATING WITH
UNITED STATES BOYS' WORKING RESERVE
 (United States Department of Labor)

Boys 16 years of age or over having satisfactory standing in all subjects on the date of leaving school will be released from Regents examinations and allowed school credit on account of work done on farms. A sufficient amount of service must be rendered to compensate for loss of time in school.

Name.....Street No.....City.....County.....
 Phone.....School (If a school boy).....Class.....
 Height.....Weight.....Age.....Church preference.....
 Have you harnessed horses?.....Double?.....Single?.....Three-horse team?.....
 What work have you done with horses?.....Plowing?.....Harrowing?.....
 Mowing?.....Driving wagon?.....
 Are you a milker?.....How many cows have you milked at one milking time?.....
 Are you willing to learn to milk?.....
 Have you ever driven an automobile?.....Make of car?.....
 How much have you driven?.....
 Have you ever run a gas engine?.....What doing?.....How long?.....
 Have you ever worked on a farm?.....If so, state just what your farming experience has been.....
 Reference: Name.....Address.....
 What kind of farming do you wish to enlist for?.....
(General farming, about May 1; fruit picking, July 1)
 Are you willing to take either work if needed?.....Will you stay as long as needed?.....
 What part of State do you prefer?.....Will you go where sent in New York State?.....
 Do you smoke?.....

PARENTS' OR GUARDIANS' APPROVAL

Do you approve of this boy enlisting in this work?.....Can we count on him to be ready to go to the country for 13 weeks when called?.....Are you willing to place this boy in charge of a selected, experienced teacher or supervisor?.....In your opinion, is the boy physically fitted for this work?.....
 Would you prefer to have him (a) in camp?.....(b) with an individual farmer?.....
 Parent.....
 Guardian.....
 Date.....

(FILL OUT AND RETURN IMMEDIATELY)

Name of Employer	Date sent	Result
.....
.....
.....

APPLICATION BLANK
NEW YORK STATE BOYS' WORKING RESERVE
OF THE NEW YORK STATE FOOD COMMISSION

NEW YORK STATE
DEPARTMENT OF EDUCATION

NEW YORK STATE
PUBLIC EMPLOYMENT BUREAU

NEW YORK STATE
FARM BUREAU ASSOCIATIONS

CO-OPERATING WITH

UNITED STATES BOYS' WORKING RESERVE
(United States Department of Labor)

I hereby apply for..... boys to be employed by me as..... according to the terms and regulations set forth in this application.

I shall need these boys to begin work upon..... and will probably require their services, if satisfactory, until.....
(Month) (Date)
(Month) (Date)

* If these boys are placed in a preliminary training camp before coming to me, I agree to pay \$..... (.....dollars) per boy to cover expense of such training. Check for.....dollars is herewith attached with the understanding that if I do not have a boy assigned to me, or if the boy that is assigned to me is not recruited from a training camp, the.....dollars will be returned to me.

I agree to employ these boys for a minimum of 12 (twelve) weeks at a wage of not less than: \$3.75 per week for the first four weeks; \$5 per week for the second four weeks; \$6.25 per week for the third four weeks. I agree to pay the boy weekly.

If the boy lives in a camp, I agree to pay \$..... per week for his board and plain washing, and if he lives with me, I will furnish his board and plain washing; the above to be in addition to his wages.

On rainy days, I agree to use this boy's services as far as possible under cover.

I agree to give the boy one whole day during the time he is in my employ, said day to be named by the local director. I agree that he shall have one-half day for recreation during each four-week period he is in my employ and that these recreational days shall be exclusive of legal holidays. No deduction of wages to be made for these recreational holidays.

I agree, if the boy is unsatisfactory, to give the local director and the boy one week's notice or give the boy one week's pay at the rate he would be receiving for that week, furnishing the local director with a statement in writing giving my reasons for desiring the boy's withdrawal.

Whenever, in the opinion of the local director, the conditions of living or of service are not satisfactory, the boy may be withdrawn without prejudice to him.

The nature of the work for which this boy is required is.....

Sign here.....

Phone..... Street Address.....

Town..... County.....

Date..... Nearest Railroad or Trolley Station.....

*Boys will be placed in preliminary training camps wherever possible for a period of a week or ten days. The termination of this contract will be 12 weeks from the date of beginning service. If the boys are to remain more than 12 weeks, now bargains must be made and approved by the local director and supervisor.

Name of Boy	Date sent	Result

COOPERATING AGENCIES

By the time the boys were ready for the field six different agencies were cooperating for the purpose of producing food and seeing that the boy had a healthful and profitable summer. These agencies were the New York City Board of Education, New York State Department of Education, New York State Food Commission, New York State Industrial Commission, New York State Farm Bureau Association, and the United States Boys' Working Reserve of the United States Department of Labor.

NEW YORK CITY BOARD OF EDUCATION

The work was carried on under Dr. Tildsley's supervision; Mr. Rexford was given desk room and a telephone in his office. The high schools enrolled the boys and the teachers volunteered their services in the spring in enlisting boys for jobs in the country. They also kept a record of the work that each boy was doing, his loyalty and faithfulness to the job, and they guarded against his exploitation. In the fall when it became necessary to keep boys out of school to harvest some of the crops, teachers volunteered to do extra work when the boys came back, to help them to catch up with their classmates. The Board of Education furnished fifty-nine teachers during the summer, paying them their regular salaries plus \$50 per month for carrying on the supervisory work.

EXTENSION

Early in May the organizations of the New York State Boys' Working Reserve found that the enrollment and placing of boys in other cities were not going on with the same degree of satisfaction as they were in New York. At this time the Director of the New York State Boys' Working Reserve asked permission from the Board of Education to have Mr. Rexford extend his activities to include all of New York State. This permission was given. The State was "zoned," with a Zone Director in each locality.

Mr. Rexford was named Chief Zone Director of New York State. Through Dr. Tildsley's office were supervised not only the 2,000 New York City boys, but also the 12,000 boys in other parts of the State.

THE STATE DEPARTMENT OF EDUCATION

This agency released boys with Regents credit, made rules for allowing this credit, and offered the assistance of some two hundred District Superintendents and Agricultural Directors to help in the supervision. The following is a copy of the circular which was sent out by the State Department defining the rules and regulations under which boys might be released:

"This circular is issued to answer a large number of inquiries concerning the release of pupils from high schools for farm service:

"1. For credit toward academic and college entrance diplomas, the maximum allowance that will be granted to pupils released from school for farm service will be 19 counts for one year's work, instead of 18 as announced in the February circular. In estimating the 19 counts only one year's work of a cumulative subject will be considered; for example: Latin 2nd year will count 5 for this purpose, although it counts 10 toward the diploma.

"2. Only 30 counts can be accepted on certificate for the college entrance diploma, including credits for last year and this year. For the academic diploma, 38 counts will be the maximum allowance for the total of both years.

"3. Credits granted on certificate to pupils released for farm service cannot be applied toward qualifying certificates (law student certificate, medical student certificate, etc.), since the statute requires for these certificates the passing of examinations at 75 per cent.

"4. No academic credit will be granted except for work in recognized academic schools. No credit will be granted for third and fourth year subjects in junior schools or for fourth year subjects in middle schools.

"5. No credit can be granted for a subject that has not been regularly pursued in an approved school up to the time of release. Subjects failed in previous Regents examinations may not be certified for credit unless the pupil has continuously and regularly studied the subject in school since the examination and has done satisfactory work.

"6. A pupil who has previously failed in Regents examinations in the second year of a language must not be certified for credit in the third year of that language. He must take Regents examinations to secure credit. This same general principle will be followed in considering claims in other cumulative subjects.

"7. No pupil should be certified for credit in any subject unless he would have completed the full time in the study of such subject by the end of the present school year.

"8. A pupil released for farm service may have credit on certificate for part of his work and take Regents examinations for credit in as much as he desires, but the credit on certificate should be for the subjects in which his standings are highest.

"9. Release may be granted at any time between April 1 and June 1, provided the pupil is immediately engaged in farm work when released.

"If released after June 1, pupils must take the regular Regents examinations for credit.

"10. Pupils released with credit will be expected to serve through the summer, or at least for one full month of farm work after July 1.

"11. Pupils whose services are needed intermittently should not be released from school nor excused from the examinations, but should be excused from school temporarily when their services are needed and should take the examinations regularly for their credit.

"12. No credit can be given on certificate for a pupil released for service outside the State or for any occupation other than farm work. House work on a farm will be considered farm work.

"13. Girls may be released in accordance with the provisions of the compulsory attendance law and the labor law only for service at their own homes.

"14. Pupils released from elementary schools in accordance with the compulsory attendance law and the labor law may be credited with subjects required for the preliminary certificate if approved by the Superintendent.

"15. Training class pupils may be released from school and receive credit under the same general condition as pupils in high schools.

"16. If unreasonable claims for credit are made the Department reserves the right to determine from the previous record of the pupil in Regents examinations what credit and how much may be granted.

“Superintendents, principals and teachers should bear in mind that the purpose of releasing pupils from school is to increase the food supply, not to furnish conditions by which any pupil may be further advanced in his school course by leaving school than he would be if he remained in school to the end of the year. The motive should be service, not counts; sacrifice, not personal advantage. No pupil should be released unless it is clear that he is impelled by a desire to serve.

“CHAS. F. WHEELLOCK,
 “Assistant Commissioner
 for Secondary Education.”

THE STATE FOOD COMMISSION

This agency created the Boys' Working Reserve, and appropriated \$25,000 for the traveling expenses of New York City boys and their supervisors; it paid the salary of five Zone Directors; it paid for the printing of forms for keeping records; it gave publicity to the movement; it furnished all clerical help for the central office of the Chief Zone Director and the Supervisor of Farm Service, which took care of the entire school records of the 2,000 New York City boys.

THE STATE INDUSTRIAL COMMISSION

This agency offered the use of six employment bureaus throughout the city and the State. It gave to the boys the advantage of free physical examination in cases of disability or possible physical unfitness; placed its law department at our disposal to guard against exploitations of boys and girls and to insure payment of wages. There is no case of a boy not having been paid.

THE COUNTY FARM BUREAUS

These, being more favorably impressed with boy labor than previously, set about to provide the positions for the boys, and to vouch for the physical and moral conditions under which the

boys would live and work. This, of course, was a great help to our supervisors who in many cases did not know personally the farmers with whom the boys were to live. The farm bureaus also furnished office space and clerical help for our supervisors.

THE UNITED STATES BOYS' WORKING RESERVE OF THE UNITED STATES DEPARTMENT OF LABOR

This agency co-operated with the New York State Boys' Working Reserve which included all of our boys. It gave the franking privilege on letters and telegrams, and bestowed the U. S. Service Badge and Honorable Service Bar on each boy who rendered satisfactory service.

PLACING OF BOYS—TRAINING CAMPS

Training camps were established in April and May at Delhi and at Morrisville Agricultural Schools and at Mr. Rexford's farm where this project originated in 1917. Through these three camps 225 boys have passed. The training was simple in form. It was meant merely to teach the boy a few preliminary operations that he might not be a nuisance when he went to a farm, and to prepare him for the life he was about to take up, thereby saving many a homesick hour.

The testimony of the farmers who employed the boys from training camps and of the visitors who inspected the camps while the boys were in training leads us to believe that the plan of giving the boys a week or ten days of intensive agricultural training, under supervision, should be extended and put in force in all agricultural schools another year. The following is the program of a day's activities at any of the training camps:

- 6.00 to 7.00 A. M., milking.
- 7.30 A. M., breakfast.
- 8.00 to 9.30 A. M., cleaning stables and caring for stock.
- 9.30 to 12.00 A. M., working with horses, driving, hitching, harnessing, unharnessing, etc.

- 1.00 to 5.00 P. M., more work with horses in field; hitching to different farm implements.
 5.00 to 6.00 P. M., milking.
 6.00 to 7.00 P. M., supper.
 7.00 to 8.00 P. M., reading room, piano, illustrated farm talks, etc.

INDIVIDUAL PLACEMENT

By far the greatest number of boys placed was on individual farms, where the boy was all the help the farmer had. This was an ideal plan, since if the farmer was the right kind of man, as in most cases he was, he made a companion of the boy and worked with him, teaching him as he went along through the summer. The supervisors were the important cogs in this piece of machinery. Once a boy was placed on a farm he was visited each week by the supervisor; so the boy had something to look forward to, and the farmer as well as the boy was anxious to create a favorable impression on the supervisor. The working conditions on farms are not all that can be desired from the city man's standpoint. Nature works as long as the sun is above the horizon, and if the boy is going to keep step with the growing crops and keep the weeds from getting ahead, he must employ all his daylight hours with profitable labor. This does not mean that the boy works hard from sun to sun. Usually he works in the field from six to eight hours per day. Before the team starts in the morning, however, the usual chores about a farm have to be done, and at the end of the day there is a repetition of this process. Probably the dairy farms require longer hours than any other.

The supervisors who had charge of boys working on individual farms were located as follows:

Supervisor	School	Town	County
L. J. Wayave	New Utrecht	Conklin	Broome.
A. A. Upham	P. S. 139	Earlville	Chenango, No.
Floyd Fernald	Stuyvesant	Oxford	Chenango, So.
H. G. Greene	Commercial	Hudson	Columbia.
F. J. Melvin	Commercial	Chatham	Columbia.
Thos. F. Kane	Curtis	Delhi	Delaware.
F. D. Robinson	Richmond Hill	Delhi	Delaware.

Supervisor	School	Town	County
Wm. Kauffman	Eastern District	Wappinger Falls	Dutchess.
Thos. F. Kane	Stuyvesant	Catskill	Greene.
Jos. S. Corbett	Stuyvesant	Hicksville	Long Island.
Chas. R. Fay	Erasmus Hall	Cazenovia	Madison.
A. M. Townsend	Erasmus Hall	Morrisville	Madison.
C. C. McCall	Manual Training	Middletown	Orange.
Fred C. White	Morris	Patterson	Putnam.
Jos. Baron	New Utrecht	Liberty	Sullivan.
Frank G. Trapp	Morris	McLean	Tompkins.
Robert Proctor	Commercial	Kerhonkson	Ulster.
Harry M. Love	Stuyvesant	Yorktown Heights	Westchester.
R. W. Sharpe	DeWitt Clinton	Springdale, Conn.	Westchester.

LABOR SUPPLY CAMPS

Conditions on Long Island made it seem advisable to have the boys live in groups, with their supervisors, because the farms on Long Island are largely divided into two classes, viz., those which are estates of the wealthy, and farms owned for the most part by foreigners. It was obvious that the boys could not in general become members of the families in either group, so, as the crops were in large tracts, camps were pitched where there was a great demand for labor. The boys went home to the camps each night, and went out each morning. There were six of these camps on Long Island. They were under the general charge of Mr. Arthur L. Crossley of Bushwick High School, who was also the Zone Director for Long Island; the camps were located as follows:

ARTHUR L. CROSSLEY, HICKSVILLE, IN CHARGE

S. T. MERSEREAU, OF BUSHWICK HIGH SCHOOL, SUPERVISOR OF EQUIPMENT

Supervisor	High School	Town
R. C. Benedict	Bushwick	Hicksville
Edward Fleischer	Bushwick	Hicksville
William Corbett	Stuyvesant	Hicksville.
Geo. M. Falion	Bushwick	Peconic.
Edward C. Hood	Flushing	Farmingdale.
Jas. Kirkpatrick	Commerce	East Williston.
Maurice Levine	Boys'	Woodbury.

FRUIT PICKING

The report of Mr. W. Jack Weaver, New York Zone Director, who was assigned by the Chief Zone Director to the supervision of the fruit picking camps, is here given:

"There is not a particle of doubt that every bit of work done by the city boys on farms leads directly to increasing the food supply. This is a form of labor new on the farms and, in order to get the best results, both from the side of the farmer and the side of the boy, it is necessary that they be placed through a competent organization and be supervised by competent men.

BERRY PICKING

"Besides the boys placed singly or in pairs on general farms in the zone, a number were placed in camps in the berry picking region.

"The territory given over to the raising of small fruits in which the boys were used in sowing and harvesting, takes in the southern end of Ulster and the northern end of Orange Counties, and extends from Highland on the north to Newburgh on the south.

"This region was divided into two sections, one including Highland and Milton, and the other Marlboro and Middlehope. Mr. Harry W. Millspaugh of DeWitt Clinton High School, New York City, took general supervision of the work in the northern section, and Mr. Herbert J. McCreary of Manual Training High School, New York City, took charge of the southern region.

"These two men began about the 1st of May, and held meetings at places in the region to tell the farmers what the New York City Board of Education was prepared to do; explain to them the arrangements necessary in order to procure a camp of boys for berry picking; and receive applications for camps.

"An application for a camp was an agreement to furnish work, sanitary housing equipment, utensils, etc., for a camp of twenty boys on the part of the farmer, and an agreement to furnish the boys and the director on the part of the supervisors.

"Many applications were received. Each farmer who presented an application was visited by one of the superintendents or the Zone Director, and his accommodations for housing and work conditions for a camp of twenty boys considered.

"Some farms could not be approved of, either from lack of work or lack of decent housing equipment.

"In those that were satisfactory or nearly so, suggestions were made as to how they might be put in shape, and a detail list of cooking utensils given to the farmer.

"At the same time that the applications were being received for berry picking camps, effort was being made to enlist boys and supervisors for fruit picking work.

"Mr. Millspaugh and Mr. McCreary and the Zone Director went into the high schools and elementary schools of New York City, and the Zone Director visited the high schools of the other large cities of the zone, and twenty-four camps were procured for the work. Twenty-three of these camps came from New York City and the other from Kingston.

"With each group of twenty boys from New York City a supervisor was furnished by the City, who received the same bonus as the other farm service workers. Each supervisor had the privilege of an expense account to cover his expenses, paid by the Food Commission; car fares of the boys who were faithful and remained to the end of the job were refunded to them by the Food Commission through their supervisors.

"The camp from Kingston was under the direction of the Y. M. C. A., the Food Commission paying the car fares of the boys and the expenses of the supervisor.

"The buildings in which the camps were made were of various kinds. They embraced berry shacks, school houses, vacant houses, tents, and, in one case, a building specially for the purpose. This last was on the farm of Mr. Charles Young in Marlboro, and was most satisfactory. Large houses in good repair were very satisfactory, but old, small houses and berry shacks were not on the whole satisfactory. There was too great a tendency to crowd too many boys in the small space, leading to disorder, confusion, and unsanitary conditions.

"A brief summary of the tabulated facts is as follows:

"There were 796 workers starting in at the berry picking; of these 309 left or were dismissed before the finish of the work, leaving 487 to stay to the end and finish up the berry picking.

"Altogether they picked 349,946 quarts of fruit, being 220,083 quarts currants, 185,747 pints raspberries, 19,431 quarts strawberries, 12,888

quarts cherries, 1,023 quarts blackberries, 1,551 quarts black currants, and 96 quarts gooseberries.

"The picking was paid for by piece work at an average price of $2\frac{1}{2}c.$ per quart for strawberries, currants, cherries, and $2c.$ per pint for raspberries.

"The total earnings of all the workers was \$10,283.85.

"Out of this they paid for their board in camp. Figuring the actual cost of board in each camp for the boys who stayed through by the cost of board in that camp, during the period in which the camp was in operation, and estimating for each boy who withdrew one week's board at an average of \$3.50, we find that the approximate cost of food for the whole group was \$8,227.68. This leaves a net earning of \$2,056.17 which is divided among the 487 who remained to the end, and assuming that all who withdrew lost money or broke even, gives \$4.23 as average earnings per boy for the season.

"It is obvious that a great many boys lost money, although some exceptional workers earned from \$15 to \$30 net for the season.

"Berry picking is rather tedious work and the small earnings when accompanied by rather poor housing accommodations and equipment led to homesickness among the younger boys and unrest among the older ones. These were the prime facts leading to the large number of withdrawals from the camps.

"Where the equipment and housing facilities were in good condition, boys stayed through even though their earnings were small.

HEALTH INSPECTION

"All the camps were inspected by Dr. Laidlow, Sanitary Supervisor of the New York State Board of Health. His full report on each camp was turned over to Mr. Rexford. Briefly, he found few of the camps satisfactory in the respect to having a fly-proof toilet. Other points which he emphasized were screened kitchens, sanitary garbage disposal, removal of all litter, and substitution of some sort of canvas or tightly sewed straw bed off the floor so that it could be easily kept clean, in place of the messy pallet of straw on the floor. The Zone Director accompanied Dr. Laidlow on his inspection of the camps.

The location and supervision of the fruit picking camps were as follows:

HERBERT J. MCCREARY of Manual Training High School was in charge of the camps located in Orange County, with headquarters at Newburgh, N. Y.

Supervisor	High School	Town
Mary Bachelder	Manual Training	Marlboro.
Julia B. Dennis	Erasmus Hall	Marlboro.
Benj. Frumberg	Boys'	Marlboro.
Florence Goding	Manual Training	Marlboro.
Herman Haberman	P. S. 167 Bk.	Highland.
Walter R. Jones	Manual Training	Highland.
Warren Kibby	Commercial	Middlehope.
Albert Korobow	P. S. 173	Newburgh.
W. A. Kottman	P. S. 147 Man.	Newburgh.
Arthur Laswell	Commercial	Newburgh.
Thomas Lynch	Commercial	Middlehope.
John J. McDonald	Manual Training	Newburgh.
Wm. C. Richardson	Manual Training	Marlboro.
E. E. Smith	Manual Training	Marlboro.
Russell Stryker	Boys'	Marlboro.

HARRY W. MILLSPAUGH of DeWitt Clinton High School was in charge of the camps located in Ulster County, with headquarters at Highland, N. Y.

Supervisor	High School	Town
George Beal	DeWitt Clinton	Highland.
Martha Bennett	Morris	Highland.
M. Bergman	Morris	Highland.
Henry Feldman	P. S. 79	Highland.
Samuel Goldman	DeWitt Clinton	Highland.
David M. Hooks	DeWitt Clinton	Milton.
Alexander Kaylin	P. S. 25 Man.	Highland.
Rosemary Mullen	Washington Irving	Marlboro.
J. O. Schwarzenbach	P. S. 188	Highland.
Wm. Shapiro	P. S. 7 Man.	Highland.
Otis C. Skeeel	Morris	Highland.
Thomas Spector	DeWitt Clinton	Highland.
Herman Stiller	P. S. 184 Man.	Highland.
Frederick Westphal	DeWitt Clinton	Highland.

TESTIMONY OF SERVICE

The testimony of the service rendered by our boys and girls given by the farmers themselves in acres and bushels of food crops and the wages they paid the boys is more eloquent than anything that could be written. The compilation of farmers' reports is appended.

The reports of the supervisors are all interesting, but lack of space prevents the publishing of more than the excerpts which follow:

Mr. Robinson who took the first group of boys to Delaware County writes as follows:

"The training at the agricultural school was very helpful, especially in the milking, as it saved the farmers' time and allowed the boys to participate in milking without the danger of drying up the farmers' cows. Mr. Dubois, the superintendent of the school at Delhi, is anxious to use the school next year as a training camp, starting April 15. At the close of the season we asked each farmer whether he considered the experiment a success and if he would take a boy another year under the same conditions. Without exception they agreed that the boys had been a great help and many of them were very enthusiastic, saying that the boys were better than the average farm help because they were more dependable. About half of the farmers voluntarily raised the boys' wages above the contract price. Several farmers said they did not know how they could possibly have gone through the summer without the boys, as they could get no other help, and without them it would have been necessary to reduce the size of their dairies."

Mr. Thomas F. Kane of Curtis High School, who went with the second group of boys to Delaware County states:

"We feel that the work in Delaware County was successful from the point of view of the farmer, as the boys quickly adapted themselves to dairy farming, and the effect of the summer's work on the boy will, we believe, tend to make him more self-reliant both mentally and physically in solving life's problems."

The boys who went to South Chenango County were from Stuyvesant High School, under the supervision of Mr. Floyd Fernald. In speaking of the attitude of the farmers, he says:

"I desire to record the impression which the boys created in the community. Some had expected that boys who came from an East

Side High School in Manhattan would prove a lot of toughs, but on the contrary, both the citizens of Oxford and the families in which the boys lived took notice of the fact that they were boys of character, good habits and refinement. As a result, many of the employers felt that they were losing a member of their families when the boys returned to the city. I was agreeably surprised at the generosity of many of the farmers in paying boys more than the minimum wage scale agreed upon. I was also pleased with the fact that when the boys came to leave, many received presents from satisfied employers, such as only farmers know how to make, consisting of honey, maple syrup, eggs, dressed chickens and even \$5 gold pieces."

Mr. Carleton C. McCall of Manual Training High School, who had a group of boys in Orange County says in part:

"Both farmer and boy were always glad to see me, and our personal relations became very pleasant, so that I was sorry when the time came and so many of them went home. The farmers appreciated our efforts in their behalf, and many told me so. . . . All signs point to a much greater shortage of labor next year, and every effort should be made to increase the number of boys to help fill the demand."

Mr. Alson A. Upham, P. S. 139, had charge of the camp at Earlville. The boys in this group came in for the week-end. A part of his report shows the close personal relationship which existed between the boys and their supervisors:

"On Saturday nights the boys returned to the camp and stayed until Sunday night. Some times I went after them and returned them, and many times the farmer did this, being glad to do it because he needed the boys' help. On Sunday mornings the boys had military drill for 30 minutes under the leadership of Donald Brown, the first part of the season, later, Eugene Olson, and in the afternoon they attended Sunday school for an hour. During the day each boy reported to me, told me what work he had done, how much pay he had received, and discussed any other matters that needed attention. In no case did one of these boys have any trouble with his employer, and in nearly every case the farmer took a personal interest in the boy and his work. The boys also took a personal interest in their respective farmers and their methods, and during the Sundays in camp spent many an interesting hour discussing the relative merits of their employers and their ways of doing things. The effect of the interest thus stimulated and its benefit to the boys was apparent in the number of demands that came for their services, and in the number of compliments that the farmer employers paid to the boys and their work."

The following letters show the attitude which the farmers had at the end of the season:

To Mr. Fred C. White, Supervisor.

From Mr. E. F. Hayt, Farmer.

Brewster, Dec. 13, 1918.

Dear Sir:

Now the harvest days are over and also the war, with a heart full of thanksgiving for the wonderful mercies God, in His infinite wisdom, has seen fit to bestow upon this country of ours, I feel it my duty to extend to you my thanks for the part you have taken in helping solve the help problem and in raising and securing our crops. You will doubtless recall the attitude I assumed when you approached me as Master of our Grange in 1917 in regard to the employing of school boys on our farms. I was very skeptical, in fact discouraged the proposition. This spring when you asked me to assist in placing boys I was so favorably impressed with their work of the previous year that I gladly gave you aid. And it gives me pleasure to have been able to help you place some of the boys, as in nearly every instance they gave satisfaction. But permit me to add that I believe without a competent person to supervise, to advise, to encourage, to adjust any difference between employer and employed, the scheme would have been an absolute failure.

With best wishes, I am

Sincerely yours,

To Alson A. Upham, Supervisor.

From Fred Evans, Farmer.

Smyrna, Aug. 19, 1918.

Dear Sir:

Through these lines I wish to thank you and Mr. Rexford for the way you gentlemen entertained us at Camp Brooks, Aug. 19. Perhaps you would like to know just how I feel toward the boys. Early last spring Mr. Rexford came to me and explained about the boys. Although I wanted help I thought I only would have them to feed and wait on and do the work myself. And on July 15 my man left me and the only help in sight was the boys, so I called up the camp and, to my surprise, you had a boy for me. And I want to say to you he is a good willing worker, ready at all times to do his part of the work and does it well. Willing to be told and always trying to do his best. I don't see how us farmers could have harvested our crops without their help. On my threshing job there were three of your boys that did fine work, and if this cruel war lasts another year, I surely want a boy next year.

Very truly yours,

To Alson A. Upham, Supervisor.

From C. W. Humphrey, Farmer.

Smyrna, Aug. 24, 1918.

Dear Sir:

Our boy, Alfred Jobson, has certainly made good. He has surely tried to do the very best he knew. And being a bright, intelligent boy, has *succeeded*. The plan is all right if fellows would try, but as you know, some of them do not. And, perhaps, the employer does not have patience enough in teaching these boys. And expect too much in too short a time. We certainly could not ask more of a boy, and am well satisfied, and if he goes, back to school with the same spirit he has displayed here, he will succeed anywhere and any way.

Yours truly,

QUANTITATIVE EVALUATION

2,023 boys and 142 girls from this city rendered service on farms in 1918. For the most part these pupils were placed in the territory originally set off for New York City pupils, south of the Mohawk River and east of Ithaca. In fact, 1,792 students worked in this territory. 231 students were allowed to work in other parts of the country; the pupil so released, in each case, convinced the principal of the validity of the service. These 231 pupils were scattered over forty different counties and ten other states. While we received reports that these pupils actually rendered efficient service, we were not able to exact the complete quantitative report from their employers because our own supervisors were not with them.

In reading the statistical report which follows, two points seem to be worth mentioning:

1. The amount of work for which the boys are given credit is not excessive, since it is vouched for by the farmers.

2. The average amount of food products attributed to boys throughout New York State is 12.3 acres, 14,000 boys participating; the average for New York City boys is 16.4 acres for each of 1,792 boys.

NEW YORK STATE BOYS' WORKING RESERVE
OF THE
NEW YORK STATE FOOD COMMISSION

U. S. Boys' Working Reserve N. Y. State Dept. of Education
(Department of Labor)

QUANTITATIVE REPORT ON FARM SERVICE, 1918

LONG ISLAND ZONE

	EMPLOYEES	Nassau	Queens	Suffolk
Total Employees.....	224	93	178	
Boys Employed.....	136	32	84	
Girls Employed.....	29	..	30	

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	8,095	2,864	5,024
Total Acres Plowed.....	5,786	1,846	3,531
<i>Acres Plowed by Boys.....</i>	291	186	211
Total Acres Harrowed.....	5,786	1,846	3,487
<i>Acres Harrowed by Boys.....</i>	371	186	196
Total Acres Cultivated.....	4,706	1,501	2,876
<i>Acres Cultivated by Boys.....</i>	764	408	559
Total Acres Hoed.....	4,681	1,501	2,821
<i>Acres Hoed by Boys.....</i>	1,551	409	591

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	23	20	56
<i>Winter Wheat Credited to Boys.....</i>	3	3	8
Total Acres Spring Wheat.....	..	..	..
<i>Spring Wheat Credited to Boys.....</i>	..	..	..
Total Acres Oats.....	100	50	130
<i>Oats Credited to Boys.....</i>	20	13	15
Total Acres Corn.....	1,210	535	780
<i>Corn Credited to Boys.....</i>	408	133	173
Total Acres Hay.....	411	161	255
<i>Hay Credited to Boys.....</i>	175	50	62
Total Acres Rye.....	558	83	123
<i>Rye Credited to Boys.....</i>	342	17	23
Oats and Peas Harvested.....	70	20	48

	Nassau	Queens	Suffolk
<i>Oats and Peas Credited to Boys</i>	25	5	15
Total Acres Beans.....	80	10	210
<i>Beans Credited to Boys</i>	20	3	65
Total Acres Cabbage.....	305	50	171
<i>Cabbage Credited to Boys</i>	165	25	38
Total Acres Potatoes.....	1,930	330	930
<i>Potatoes Credited to Boys</i>	864	139	317
<i>Bushels of Peas Picked by Boys</i>	475	150	2,650
<i>Bushels of Beans Picked by Boys</i>	675	200	1,715
<i>Bushels of Potatoes Picked by Boys</i>	53,100	20,000	57,036

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	456	153	205
Transplanting Vegetables.....	429	151	171
Cultivating Vegetables.....	2,214	471	751
Gathering Vegetables.....	2,761	353	1,175
Marketing Vegetables.....	230	101	101

(Acres of Crops Cared for by Boys)

Lettuce.....	2 $\frac{1}{2}$	1	2
Beets.....	72	14	22
Radishes.....	14	1	1
Cabbage.....	115	25	38
Cauliflower.....	3	2	66
Tomatoes.....	32	6	26
Celery.....	1	1	1
Snap Beans.....	16	2	4
Peas.....	13	5	15
Beans.....	6	2	28
Cucumbers.....	53	17	27
Carrots.....	66	9	18
Potatoes.....	840	140	318
Lima Beans.....	..	..	34

LIVE STOCK

Total Horses on These Farms.....	218	94	214
<i>Horses Cared for by Boys</i>	27	18	18
Total Cows Milked.....	161	70	143
<i>Cows Milked by Boys</i>	25	45	35
<i>Quarts Milked by Boys</i>	11,660	21,260	16,460
Total Hogs on These Farms.....	328	48	132

	Nassau	Queens	Suffolk
<i>Hogs Cared for by Boys</i>	24	15	15
Total Poultry on These Farms	8,393	713	2,623
<i>Poultry Cared for by Boys</i>	536	286	286

NET EARNINGS OF BOYS

\$8,212.60 \$2,199.00 \$4,451.32

SUMMARY

WORK PERFORMED BY 252 BOYS

Plowing	688 acres	Winter wheat harvested	14 acres
Harrowing	753 acres	Oats harvested	48 acres
Cultivating	1,732 acres	Corn harvested	714 acres
Hoeing	2,551 acres	Hay harvested	287 acres
Peas picked by Boys . . .	3,275 bush.	Rye harvested	382 acres
Beans picked by Boys . .	2,590 bush.	Oats and peasharvested	45 acres
Potatoes picked by Boys	130,136 bush.	Beans harvested	88 acres
Planting vegetables . . .	814 days	Cabbage harvested . . .	228 acres
Transplanting vegetables	751 days	Potatoes harvested . . .	1,320 acres
Cultivating vegetables . .	3,436 days	Lettuce cared for	5½ acres
Gathering vegetables . . .	4,289 days	Beets cared for	108 acres
Marketing vegetables . .	432 days	Radishes cared for . . .	16 acres
		Cabbage cared for	178 acres
		Cauliflower cared for . .	70 acres
		Tomatoes cared for . . .	64 acres
		Celery cared for	3 acres
		Snap beans cared for . .	22 acres
		Peas cared for	33 acres
		Beans cared for	36 acres
		Cucumbers cared for . .	97 acres
		Carrots cared for	87 acres
		Potatoes cared for	1,298 acres
		Lima beans cared for . .	34 acres
		Total food crops	5,177½ acres
		Small fruit picked	300 qts.
		Cranberries	650 bush.

NET EARNINGS OF BOYS

\$14,862.92

Note.—59 girls also worked on these farms under our supervision.

NEW YORK STATE BOYS' WORKING RESERVE

QUANTITATIVE REPORT ON FARM SERVICE, 1918

NEW YORK CITY DIVISION

SIMMARY OF WORK DONE BY 1,792 NEW YORK CITY BOYS

Plowing	2,850 acres	Winter wheat harvested	324 acres
Harrowing	9,959 acres	Spring wheat harvested	98 acres
Cultivating	6,734 acres	Oats harvested	1,607 acres
Hoeing	6,154 acres	Barley harvested	36 acres
Peas picked by boys . . .	3,903 bush.	Buckwheat harvested . .	255 acres
Beans picked by boys . .	3,377 bush.	Corn harvested	2,014 acres
Potatoes picked by boys	130,136 bush.	Hay harvested	7,177 acres
Planting vegetables . . .	3,369 days	Rye harvested	1,384 acres
Transplanting vegetab's	2,135 days	Oats and peas harvested	165 acres
Cultivating vegetables..	15,336 days	Beans harvested	179 acres
Gathering vegetables . . .	8,134 days	Cabbage harvested	377 acres
Marketing vegetables . .	793 days	Peas harvested	74 acres
		Potatoes harvested	1,320 acres
		Lettuce cared for	96 acres
		Beets cared for	262 acres
		Radishes cared for	38 acres
		Cabbage cared for	264 acres
		Cauliflower cared for . . .	88 acres
		Tomatoes cared for	154 acres
		Celery cared for	35 acres
		Snap beans cared for . . .	49 acres
		Peas cared for	102 acres
		Beans cared for	171 acres
		Cucumbers cared for . . .	224 acres
		Carrots cared for	226 acres
		Potatoes cared for	6,853 acres
		Total food crops	23,572 acres

Small fruits picked	373,399 quarts
Peaches	12 bushels
Pears	25 bushels
Plums	58 pecks
Apples	212 barrels
Other fruits	78 "

NET EARNINGS OF BOYS

\$64,877.54

Note.—142 New York City girls also worked on these farms.
 Total food crops exclusive of hay and fruit, 16,395 acres
 Total number of boys exclusive of fruit pickers, 996
 Average food produced per boy, 16.4 acres.

NEW YORK CITY DIVISION

BROOME COUNTY

45 Boys, mainly from DeWitt Clinton High School, Mr. Leon Wayave,
 Supervisor

EMPLOYEES

Total Employees	56
Boys Employed	45
Girls Employed	16

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms	2,837
Total Acres Plowed	545
<i>Acres Plowed by Boys</i>	2
Total Acres Harrowed	545
<i>Acres Harrowed by Boys</i>	67
Total Acres Cultivated	342
<i>Acres Cultivated by Boys</i>	55
Total Acres Hoed	68
<i>Acres Hoed by Boys</i>	42

FOOD CROPS HARVESTED

Total Acres Winter Wheat	1
<i>Winter Wheat Credited to Boys</i> . . . . .	..
Total Acres Spring Wheat	2
<i>Spring Wheat Credited to Boys</i> . . . . .	..
Total Acres Oats	124
<i>Oats Credited to Boys</i>	27
Total Acres Barley	24
<i>Barley Credited to Boys</i>	8

Total Acres Buckwheat	55
<i>Buckwheat Credited to Boys</i> . . . . .	..
Total Acres Corn	66
<i>Corn Credited to Boys</i>	4
Total Acres Hay	574
<i>Hay Credited to Boys</i>	192
Total Acres Rye	136
<i>Rye Credited to Boys</i>	65
Total Acres Oats and Peas	2
<i>Oats and Peas Credited to Boys</i>	2
Total Acres Beans	4
<i>Beans Credited to Boys</i>	2
Total Acres Cabbage	13
<i>Cabbage Credited to Boys</i>	3
Total Acres Peas	2
<i>Peas Credited to Boys</i> . . . . .	..
<i>Bushels of Peas Picked by Boys</i>	38
<i>Bushels of Beans Picked by Boys</i>	30

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables	76
Transplanting Vegetables	25
Cultivating Vegetables	178
Gathering Vegetables	78
Marketing Vegetables	10

(Acres of Crops Cared for by Boys)

Cabbage	8
Cauliflower . . . . .	..
Tomatoes	1
Celery	4
Snap Beans . . . . .	..
Peas	1
Beans	1
Cucumbers	2
Carrots	1
Potatoes	15

LIVE STOCK

Total Horses on These Farms	70
<i>Horses Cared for by Boys</i>	40

Total Cows Milked.....	240
<i>Cows Milked by Boys</i>	45
<i>Quarts Milked by Boys</i>	25,200
Total Hogs on These Farms.....	37
<i>Hogs Cared for by Boys</i>	15
Total Poultry on These Farms.....	804
<i>Poultry Cared for by Boys</i>	224

SMALL FRUITS
(Picked by Boys)

Strawberries (quarts).....	306
Currants (quarts).....	75
Cherries (pounds).....	332
Blackberries (quarts).....	15
Raspberries (quarts).....	15

LARGE FRUITS
(Picked by Boys)

Peaches (bushels).....	..
Pears (bushels).....	..
Plums (pecks).....	..
Others.....	212

NET EARNINGS OF BOYS

\$952.45

SUMMARY

WORK PERFORMED BY 45 BOYS

Plowing.....	2 acres	Oats harvested.....	27 acres
Harrowing.....	67 acres	Barley harvested.....	8 acres
Cultivating.....	55 acres	Corn harvested.....	4 acres
Hoing.....	42 acres	Hay harvested.....	192 acres
Planting vegetables.....	76 days	Rye harvested.....	65 acres
Transplanting.....	25 days	Oats and peas harvested..	2 acres
Cultivating vegetables....	178 days	Beans harvested.....	2 acres
Gathering vegetables.....	78 days	Cabbage harvested.....	11 acres
Marketing vegetables....	10 days	Tomatoes harvested.....	1 acre
		Celery harvested.....	4 acres
		Peas harvested.....	1 acre
		Cucumbers harvested....	2 acres
		Carrots harvested.....	1 acre
		Potatoes harvested.....	15 acres
		Total food crops.....	345 acres

LIVE STOCK

Horses cared for.....	40	Small fruits picked.....	743 qts.
Cows milked daily.....	45	Large fruits picked.....	
Quarts milked.....	25,200	Apples.....	212 bbl.
Hogs cared for.....	15		
Poultry cared for.....	224		

NET EARNINGS

\$952.45

CHENANGO COUNTY (NORTH)

35 Boys, mainly from Erasmus Hall and Curtis High School, Mr. Alson A. Upham, Supervisor

EMPLOYEES

Total Employees.....	10
Boys Employed.....	35
Girls Employed.....	..

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	5,436
Total Acres Plowed.....	772
<i>Acres Plowed by Boys</i>	48
Total Acres Harrowed.....	772
<i>Acres Harrowed by Boys</i>	228
Total Acres Cultivated.....	290
<i>Acres Cultivated by Boys</i>	222
Total Acres Hoed.....	104
<i>Acres Hoed by Boys</i>	76

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	65
<i>Winter Wheat Credited to Boys</i>	26
Total Acres Spring Wheat.....	21
<i>Spring Wheat Credited to Boys</i>	10
Total Acres Oats.....	276
<i>Oats Credited to Boys</i>	130
Total Acres Barley.....	12
<i>Barley Credited to Boys</i>.....	..

Total Acres Buckwheat	108
<i>Buckwheat Credited to Boys</i> . . . . .	..
Total Acres Corn	192
<i>Corn Credited to Boys</i> . . . . .	..
Total Acres Hay	1,540
<i>Hay Credited to Boys</i>	657
Total Acres Rye	5
<i>Rye Credited to Boys</i>	2
Total Oats and Peas	11
<i>Oats and Peas Credited to Boys</i>	5
Total Acres Beans	9
<i>Beans Credited to Boys</i> . . . . .	..
Total Acres Cabbage	42
<i>Cabbage Harvested by Boys</i> . . . . .	..
Total Acres Peas	11
<i>Peas Credited to Boys</i>	2
<i>Bushels of Peas Picked by Boys</i>	56
<i>Bushels of Beans Picked by Boys</i> . . . . .	..

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables	26
Transplanting Vegetables	6
Cultivating Vegetables	56
Gathering Vegetables . . . . .	..
Marketing Vegetables . . . . .	..

(Acres of Crops Cared for by Boys)

Cabbage	56
Cauliflower	4
Tomatoes . . . . .	..
Celery . . . . .	..
Snap Beans . . . . .	..
Peas	2
Beans	12
Cucumbers . . . . .	..
Carrots . . . . .	..
Potatoes	42

LIVE STOCK

Total Horses on these Farms	128
<i>Horses Cared for by Boys</i>	92

Total Cows Milked.....	620
<i>Cows Milked by Boys</i>	124
<i>Quarts Milked by Boys</i>	156,240
Total Hogs on these Farms	1,772
<i>Hogs Cared for by Boys</i>	48
Total Poultry on these Farms	425
<i>Poultry Cared for by Boys</i>	225

SMALL FRUITS

(Picked by Boys)

Strawberries (quarts).....	120
Currants (quarts).....	100
Cherries (pounds).....	..
Blackberries (quarts).....	..
Raspberries (quarts).....	..

LARGE FRUITS

(Picked by Boys)

Peaches (bushels).....	..
Pears (bushels).....	..
Plums (pecks).....	..

NET EARNINGS OF BOYS

\$2,205.00

SUMMARY

WORK PERFORMED BY 35 BOYS

Plowing.....	48 acres	Winter wheat harvested..	26 acres
Harrowing.....	228 acres	Spring wheat harvested...	10 acres
Cultivating.....	222 acres	Oats harvested.....	130 acres
Hoeing.....	76 acres	Hay harvested.....	657 acres
Planting vegetables.....	26 days	Rye harvested.....	2 acres
Transplanting vegetables..	6 days	Oats and Peas harvested..	5 acres
Cultivating vegetables...	56 days	Peas harvested.....	2 acres
Gathering vegetables.....	.. days	Cabbage cared for.....	56 acres
Marketing vegetables....	.. days	Cauliflower cared for....	4 acres
Peas picked.....	56 bush.	Peas cared for.....	2 acres
		Beans cared for.....	12 acres
		Potatoes cared for.....	42 acres
		Total food crops.....	948 acres

LIVE STOCK

Horses cared for.....	92	Small fruits picked.....	220 qts.
Cows milked daily.....	124		
Quarts milked.....	156,240		
Hogs cared for.....	14		
Poultry cared for.....	425		

NET EARNINGS OF BOYS

\$2,205.00

CHENANGO COUNTY (SOUTH)

27 Boys, Mainly from Stuyvesant High School
Mr. Floyd Fernald, Supervisor

EMPLOYEES

Total Employees.....	27
Boys Employed.....	27
Girls Employed.....	..

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	..
Total Acres Plowed.....	..
<i>Acres Plowed by Boys.....</i>	4
Total Acres Harrowed.....	..
<i>Acres Harrowed by Boys.....</i>	296
Total Acres Cultivated.....	..
<i>Acres Cultivated by Boys.....</i>	252
Total Acres Hoed.....	..
<i>Acres Hoed by Boys.....</i>	37

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	..
<i>Winter Wheat Credited to Boys.....</i>	4
Total Acres Spring Wheat.....	..
<i>Spring Wheat Credited to Boys.....</i>	..
Total Acres Oats.....	..
<i>Oats Credited to Boys.....</i>	44
Total Acres Barley.....	..
<i>Barley Credited to Boys.....</i>	..

Total Acres Buckwheat . . . . .	..
<i>Buckwheat Credited to Boys</i>	1
Total Acres Corn . . . . .	..
<i>Corn Credited to Boys</i>	32
Total Acres Hay . . . . .	..
<i>Hay Credited to Boys</i>	438
Total Acres Rye . . . . .	..
<i>Rye Credited to Boys</i> . . . . .	..
Total Oats and Peas . . . . .	..
<i>Oats and Peas Credited to Boys</i>	2
<i>Bushels of Peas Picked by Boys</i>	1
<i>Bushels of Beans Picked by Boys</i>	2

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables	50
Transplanting Vegetables	12
Cultivating Vegetables . . . . .	..
Gathering Vegetables	52
Marketing Vegetables . . . . .	..

(Acres of Crops Cared for by Boys)

Cabbage	2
Cauliflower . . . . .	..
Tomatoes . . . . .	..
Celery . . . . .	..
Snap Beans . . . . .	..
Peas . . . . .	..
Beans	8
Cucumbers . . . . .	..
Carrots . . . . .	..
Potatoes	29

LIVE STOCK

Total Horses on These Farms . . . . .	..
<i>Horses Cared for by Boys</i>	72
Total Cows Milked . . . . .	..
<i>Cows Milked by Boys</i>	218
<i>Quarts Milked by Boys</i> . . . . .	..
Total Hogs on These Farms . . . . .	..
<i>Hoga Cared for by Boys</i>	94
Total Poultry on These Farms . . . . .	..
<i>Poultry Cared for by Boys</i>	800

SMALL FRUITS

(Picked by Boys)

Strawberries (quarts).....	116
Blackberries (quarts).....	20
Raspberries (quarts).....	186

NET EARNINGS OF BOYS

\$1,506.00

SUMMARY

WORK PERFORMED BY 27 BOYS

Plowing.....	4 acres	Winter Wheat harvested .	4 acres
Harrowing.....	296 acres	Oats harvested.....	44 acres
Cultivating.....	252 acres	Buckwheat harvested....	1 acre
Hoing.....	37 acres	Corn harvested.....	32 acres
Peas picked.....	1 bush.	Hay harvested.....	438 acres
Beans picked.....	2 bush.	Oats and Peas harvested..	2 acres
Planting vegetables.....	50 days	Cabbage cared for.....	2 acres
Transplanting vegetables.	12 days	Beans cared for.....	8 acres
Gathering vegetables.....	52 days	Potatoes cared for.....	29 acres
		Total food crops.....	560 acres

LIVE STOCK

Horses cared for.....	72	Small fruits picked.....	322 qts.
Cows milked daily.....	218		
Hogs cared for.....	94		
Poultry cared for.....	800		

NET EARNINGS OF BOYS

\$1,506.00

COLUMBIA COUNTY

58 Boys, Mainly from Commercial High School
Mr. H. G. Greene, Supervisor

EMPLOYEES

Total Employees.....	102
Boys Employed.....	58
Girls Employed.....	2

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	9,056
Total Acres Plowed.....	2,800
<i>Acres Plowed by Boys</i>	187
Total Acres Harrowed.....	2,800
<i>Acres Harrowed by Boys</i>	1,015
Total Acres Cultivated.....	1,200
<i>Acres Cultivated by Boys</i>	530
Total Acres Hoed.....	275
<i>Acres Hoed by Boys</i>	80

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	20
<i>Winter Wheat Credited to Boys</i>	6
Total Acres Spring Wheat.....	40
<i>Spring Wheat Credited to Boys</i>	13
Total Acres Oats.....	401
<i>Oats Credited to Boys</i>	97
Total Acres Barley.....	4
<i>Barley Credited to Boys</i>	1 $\frac{1}{3}$
Total Acres Buckwheat.....	105
<i>Buckwheat Credited to Boys</i>	20
Total Acres Corn.....	506
<i>Corn Credited to Boys</i>	131
Total Acres Hay.....	2,201
<i>Hay Credited to Boys</i>	484
Total Acres Rye.....	475
<i>Rye Credited to Boys</i>	135
Total Acres Oats and Peas.....	13
<i>Oats and Peas Credited to Boys</i>	5
Total Acres Cabbage.....	2
<i>Cabbage Credited to Boys</i>.....	..
Total Acres Beans.....	13
<i>Beans Credited to Boys</i>	6
Total Acres Peas.....	2
<i>Peas Credited to Boys</i>.....	..
<i>Bushels of Peas Picked by Boys</i>	16
<i>Bushels of Beans Picked by Boys</i>	7

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	91
Transplanting Vegetables.....	18

Cultivating Vegetables.....	118
Gathering Vegetables.....	99
Marketing Vegetables.....	15

(Acres of Crops Cared for by Boys)

Lettuce.....	2
Beets.....	3
Radishes.....	1
Cabbage.....	2
Cauliflower.....	1
Tomatoes.....	2
Celery.....	1
Snap Beans.....	1
Peas.....	5
Beans.....	6
Carrots.....	2
Potatoes.....	51

LIVE STOCK

Total Horses on These Farms.....	174
<i>Horses Cared for by Boys</i>	92
Total Cows Milked.....	465
<i>Cows Milked by Boys</i>	136
<i>Quarts Milked by Boys</i>	166,800
Total Hogs on These Farms.....	250
<i>Hogs cared for by Boys</i>	132
Total Poultry on These Farms.....	4,100
<i>Poultry Cared for by Boys</i>	1,600

NET EARNINGS OF BOYS

\$2,434.25

SUMMARY

WORK PERFORMED BY 58 BOYS

Plowing.....	187 acres	Winter Wheat harvested	6 acres
Harrowing.....	1,015 acres	Spring Wheat harvested.	13 acres
Cultivating.....	530 acres	Oats harvested.....	97 acres
Hoing.....	80 acres	Barley harvested.....	1½ acres
Peas picked.....	16 bush.	Buckwheat harvested..	20 acres
Beans picked.....	7 bush.	Corn harvested.....	131 acres
Planting vegetables....	91 days	Hay harvested.....	484 acres

Transplanting veget'bl's	18 days	Rye harvested	135	acres
Cultivating vegetables..	118 days	Oats and Peas harvested	5	acres
Gathering vegetables...	99 days	Beans harvested	6	acres
Marketing vegetables..	15 days	Lettuce cared for	2	acres
		Beets cared for	3	acres
		Radishes cared for	1	acre
		Cabbage cared for	2	acres
		Cauliflower cared for...	1	acre
		Tomatoes cared for	2	acres
		Celery cared for	1	acre
		Snap Beans cared for...	1	acre
		Peas cared for	5	acres
		Beans cared for	6	acres
		Carrots cared for	2	acres
		Potatoes cared for	51	acres
		Total food crops	975½	acres

NET EARNINGS OF BOYS

\$2,434.25

COLUMBIA COUNTY

41 Boys, Mainly from Commercial High School
Mr. Floyd J. Melvin, Supervisor

EMPLOYEES

Total Employees	40
Boys Employed	41

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms	9,240
Total Acres Plowed	1,987
<i>Acres Plowed by Boys</i>	42
Total Acres Harrowed	1,568
<i>Acres Harrowed by Boys</i>	436
Total Acres Cultivated	680
<i>Acres Cultivated by Boys</i>	421
Total Acres Hoed	467
<i>Acres Hoed by Boys</i>	324

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	37
<i>Winter Wheat Credited to Boys.....</i>	13
Total Acres Spring Wheat.....	11
<i>Spring Wheat Credited to Boys.....</i>	4
Total Acres Oats.....	564
<i>Oats Credited to Boys.....</i>	387
Total Acres Barley.....	13
<i>Barley Credited to Boys.....</i>	5
Total Acres Buckwheat.....	111
<i>Buckwheat Credited to Boys.....</i>	18
Total Acres Corn.....	322
<i>Corn Credited to Boys.....</i>	187
Total Acres Hay.....	2,741
<i>Hay Credited to Boys.....</i>	936
Total Acres Rye.....	786
<i>Rye Credited to Boys.....</i>	397
Total Acres Beans.....	6
<i>Beans Credited to Boys.....</i>	4
Total Acres Cabbage.....	2
<i>Cabbage Credited to Boys.....</i>	2
Total Acres Peas.....	1
<i>Peas Credited to Boys.....</i>	1
<i>Bushels of Peas Picked by Boys.....</i>	5
<i>Bushels of Beans Picked by Boys.....</i>	8

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	57
Transplanting Vegetables.....	4
Cultivating Vegetables.....	121
Gathering Vegetables.....	32

(Acres of Crops Cared for by Boys)

Lettuce.....	1
Beets.....	8
Radishes.....	1
Cabbage.....	2
Tomatoes.....	1
Snap Beans.....	2
Peas.....	2
Beans.....	6
Carrots.....	1
Potatoes.....	110

LIVE STOCK

Total Horses on These Farms.....	190
<i>Horses Cared for by Boys.....</i>	45
Total Cows Milked.....	386
<i>Cows Milked by Boys.....</i>	147
<i>Quarts Milked by Boys.....</i>	105,840
Total Hogs on These Farms.....	176
<i>Hogs Cared for by Boys.....</i>	88
Total Poultry on These Farms.....	9,440
<i>Poultry Cared for by Boys.....</i>	4,680

NET EARNINGS OF BOYS

\$2,650.00

SUMMARY

WORK PERFORMED BY 41 BOYS

Plowing.....	42 acres	Winter Wheat harvested..	13 acres
Harrowing.....	436 acres	Spring Wheat harvested..	4 acres
Cultivating.....	421 acres	Oats harvested.....	387 acres
Hoeing.....	324 acres	Barley harvested.....	5 acres
Peas picked.....	5 bush.	Buckwheat harvested....	18 acres
Beans picked.....	8 bush.	Corn harvested.....	187 acres
Planting vegetables.....	57 days	Hay harvested.....	936 acres
Transplanting vegetables.	4 days	Rye harvested.....	397 acre
Cultivating vegetables....	121 days	Beans harvested.....	4 acres
Gathering vegetables.....	32 days	Cabbage harvested.....	2 acres
		Peas harvested.....	1 acre
		Lettuce cared for.....	1 acre
		Beets cared for.....	8 acres
		Radishes.....	1 acre
		Cabbage cared for.....	2 acres
		Tomatoes cared for.....	1 acre
		Snap Beans cared for....	2 acres
		Peas cared for.....	2 acres
		Beans cared for.....	6 acres
		Carrots.....	1 acre
		Potatoes.....	110 acres

LIVE STOCK

Horses cared for.....	45
Cows milked daily.....	147
Quarts milked by boys....	105,840
Hogs cared for.....	88
Poultry cared for.....	4,680

 Total food crops..... 2,088 acres

NET EARNINGS OF BOYS

\$2,650.00

CORTLAND COUNTY

31 Boys, Mainly from Morris High School
Mr. Frank G. Trapp, Supervisor

EMPLOYEES

Total Employees.....	31
Boys Employed.....	31

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	3,100
Total Acres Plowed.....	1,240
<i>Acres Plowed by Boys.....</i>	155
Total Acres Harrowed.....	1,240
<i>Acres Harrowed by Boys.....</i>	775
Total Acres Cultivated.....	310
<i>Acres Cultivated by Boys.....</i>	155
Total Acres Hoed.....	124
<i>Acres Hoed by Boys.....</i>	21

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	93
<i>Winter Wheat Credited to Boys.....</i>	16
Total Acres Oats.....	465
<i>Oats Credited to Boys.....</i>	93
Total Acres Buckwheat.....	186
<i>Buckwheat Credited to Boys.....</i>	..
Total Acres Hay.....	1,240
<i>Hay Credited to Boys.....</i>	465
Total Acres Cabbage.....	62
<i>Cabbage Credited to Boys.....</i>	..
Total Acres Peas.....	62
<i>Peas Credited to Boys.....</i>	15

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	310
Transplanting Vegetables.....	93
Cultivating Vegetables.....	775

(Acres of Crops Cared for by Boys)

Potatoes.....	62
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LIVE STOCK

Total Horses on these Farms	93
<i>Horses Cared for by Boys</i>	93
Total Cows Milked	465
<i>Cows Milked by Boys</i>	165
<i>Quarts Milked by Boys</i>	348,800
Total Hogs on these Farms	93
<i>Hogs Cared for by Boys</i>	93
Total Poultry on these Farms	3,100
<i>Poultry Cared for by Boys</i> . . . . .	..

NET EARNINGS OF BOYS

\$2,635.00

SUMMARY

WORK PERFORMED BY 31 BOYS

Plowing	155 acres	Winter Wheat harvested	16 acres
Harrowing	775 acres	Oats harvested	93 acres
Cultivating	155 acres	Hay harvested	465 acres
Hoeing	21 acres	Peas harvested	15 acres
Planting vegetables	310 days	Potatoes cared for	62 acres
Transplanting vegetables	93 days		—
Cultivating vegetables	775 days	Total food crops	651 acres

LIVE STOCK

Horses cared for	93
Cows milked daily	165
Quarts milked by boys	348,800
Hogs cared for	93
Poultry cared for . . . . .	..

NET EARNINGS OF BOYS

\$2,635.00

DELAWARE COUNTY

74 Boys, Mainly from Curtis and Richmond Hill High Schools
 Thomas F. Kane and F. D. Robinson, Supervisors

EMPLOYEES

Total Employees	114
Boys Employed	74

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	14,000
Total Acres Plowed.....	400
<i>Acres Plowed by Boys.....</i>	50
Total Acres Harrowed.....	1,400
<i>Acres Harrowed by Boys.....</i>	800
Total Acres Cultivated.....	150
<i>Acres Cultivated by Boys.....</i>	75
Total Acres Hoed.....	75
<i>Acres Hoed by Boys.....</i>	50

FOOD CROPS HARVESTED

Total Acres Spring Wheat.....	75
<i>Spring Wheat Credited to Boys.....</i>	..
Total Acres Oats.....	500
<i>Oats Credited to Boys.....</i>	50
Total Acres Buckwheat.....	300
<i>Buckwheat Credited to Boys.....</i>	40
Total Acres Corn.....	200
<i>Corn Credited to Boys.....</i>	..
Total Acres Hay.....	3,000
<i>Hay Credited to Boys.....</i>	1,000

LIVE STOCK

Total Horses on These Farms.....	210
<i>Horses Cared for by Boys.....</i>	100
Total Cows Milked.....	2,400
<i>Cows Milked by Boys.....</i>	560
<i>Quarts Milked by Boys.....</i>	400,000
Total Hogs Cared for.....	150
<i>Hogs Cared for by Boys.....</i>	100
Total Poultry on These Farms.....	3,000
<i>Poultry Cared for by Boys.....</i>	1,000

NET EARNINGS BY BOYS

\$5,474.00

SUMMARY

WORK PERFORMED BY 74 BOYS

Plowing.....	50 acres	Oats harvested.....	50 acres
Harrowing.....	800 acres	Buckwheat harvested...	40 acres
Cultivating.....	75 acres	Hay harvested.....	1,000 acres
Hoeing.....	50 acres		
		Total food crops.....	1,090 acres

LIVE STOCK

Horses cared for.....	100
Cows milked daily.....	560
Quarts milked by boys.....	400,000
Hogs cared for.....	100
Poultry cared for.....	1,000

NET EARNINGS OF BOYS

\$5,474.00

DUTCHESS COUNTY

30 Boys, Mainly from Eastern District High School
Mr. William Kauffman, Supervisor

EMPLOYEES

Total Employees.....	64
Boys Employed.....	30

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	3,000
Total Acres Plowed.....	600
<i>Acres Plowed by Boys</i>	60
Total Acres Harrowed.....	1,200
<i>Acres Harrowed by Boys</i>	210
Total Acres Cultivated.....	300
<i>Acres Cultivated by Boys</i>	120
Total Acres Hoed.....	200
<i>Acres Hoed by Boys</i>	150

FOOD CROPS HARVESTED

Total Acres Oats.....	240
<i>Oats Credited to Boys</i>	50
Total Acres Hay.....	700
<i>Hay Credited to Boys</i>	100
Total Acres Rye.....	50
<i>Rye Credited to Boys</i>	10

TRUCK GARDENING
(Days Worked by Boys)

Planting Vegetables.....	90
Transplanting Vegetables.....	40
Cultivating Vegetables.....	300
Gathering Vegetables.....	100

(Acres of Crops Cared for by Boys)

Potatoes.....	30
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LIVE STOCK

Total Horses on These Farms.....	90
<i>Horses Cared for by Boys</i>	20
Total Cows Milked.....	600
<i>Cows Milked by Boys</i>	30
<i>Quarts Milked by Boys</i>	25,000
Total Hogs on These Farms.....	120
<i>Hogs Cared for by Boys</i>	40
Total Poultry on These Farms.....	3,000
<i>Poultry Cared for by Boys</i>	500

NET EARNINGS OF BOYS

\$1,200.00

SUMMARY

WORK PERFORMED BY 30 BOYS

Plowing.....	60 acres	Oats harvested.....	50 acres
Harrowing.....	210 acres	Hay harvested.....	100 acres
Cultivating.....	120 acres	Rye harvested.....	10 acres
Hoing.....	150 acres		—
Planting vegetables.....	90 days	Total food crops.....	160 acres
Transplanting Vegetables.....	40 days		
Cultivating vegetables....	300 days		
Gathering vegetables.....	100 days		

LIVE STOCK

Horses cared for.....	20
Cows milked daily.....	30
Quarts milked by boys.....	25,000
Hogs cared for.....	40
Poultry cared for.....	500

NET EARNINGS OF BOYS

\$1,200.00

GREENE COUNTY

25 Boys, Mainly from Stuyvesant High School
Mr. Thomas F. Kane, Supervisor

EMPLOYEES

Total Employees	30
Boys Employed	25

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms	3,420
Total Acres Plowed	618
<i>Acres Plowed by Boys</i>	34
Total Acres Harrowed	398
<i>Acres Harrowed by Boys</i>	90
Total Acres Cultivated	4,066
<i>Acres Cultivated by Boys</i>	104
Total Acres Hoed	318
<i>Acres Hoed by Boys</i>	156

FOOD CROPS HARVESTED

Total Acres Winter Wheat	12
<i>Winter Wheat Credited to Boys</i>	8
Total Acres Spring Wheat	20
<i>Spring Wheat Credited to Boys</i>	6
Total Acres Oats	414
<i>Oats Credited to Boys</i>	176
Total Acres Barley	30
<i>Barley Credited to Boys</i>	20
Total Acres Buckwheat	128
<i>Buckwheat Credited to Boys</i>	64
Total Acres Corn	168
<i>Coen Credited to Boys</i>	112
Total Acres Hay	414
<i>Hay Credited to Boys</i>	262
Total Acres Rye	46
<i>Rye Credited to Boys</i>	42
Total Acres Beans	48
<i>Beans Credited to Boys</i>	40
Total Acres Cabbage	36
<i>Cabbage Credited to Boys</i>	18

Total Acres Peas	22
<i>Peas Credited to Boys</i>	4
<i>Bushels of Peas Picked by Boys</i>	70
<i>Bushels of Beans Picked by Boys</i>	122

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables	88
Transplanting Vegetables	44
Cultivating Vegetables	344
Gathering Vegetables	206
Marketing Vegetables	8

(Acres of Crops Cared for by Boys)

Lettuce	6
Beets	2
Radishes	4
Cabbage	20
Cauliflower	4
Tomatoes	20
Celery	2
Snap Beans	8
Peas	4
Beans	10
Cucumbers	14
Carrots	10
Potatoes	36

LIVE STOCK

Total Horses on These Farms	72
<i>Horses Cared for by Boys</i>	46
Total Cows Milked	116
<i>Cows Milked by Boys</i>	36
<i>Quarts Milked by Boys</i>	11,000
Total Hogs on These Farms	155
<i>Hogs Cared for by Boys</i>	114
Total Poultry on These Farms	2,220
<i>Poultry Cared for by Boys</i>	1,080

SMALL FRUITS

(Picked by Boys)

Strawberries (quarts)	2,920
Currants (quarts)	660
Cherries (pounds)	584

Blackberries (quarts).....	480
Blackcaps (pints).....	20
Raspberries (quarts).....	6,540
Others.....	310

LARGE FRUITS

Pears (bushels).....	133
Plums (pecks).....	15
Others.....	105

NET EARNINGS OF BOYS

\$1,250.00

SUMMARY

WORK PERFORMED BY 25 BOYS

Plowing.....	34 acres	Winter Wheat harvested..	8 acres
Harrowing.....	90 acres	Spring Wheat harvested..	6 acres
Cultivating.....	104 acres	Oats harvested.....	176 acres
Hoeing.....	156 acres	Barley harvested.....	20 acres
Peas picked.....	70 bush.	Buckwheat harvested....	64 acres
Beans picked.....	122 bush.	Corn harvested.....	112 acres
Planting vegetables.....	88 days	Hay harvested.....	262 acres
Transplanting vegetables..	44 days	Rye harvested.....	42 acres
Cultivating vegetables....	344 days	Beans harvested.....	40 acres
Gathering vegetables.....	206 days	Cabbage harvested.....	18 acres
Marketing vegetables....	8 days	Peas harvested.....	4 acres
Small fruits picked....	11,504 qts.	Lettuce cared for.....	6 acres
Large fruits picked....	253 bbls.	Beets cared for.....	2 acres
		Radishes cared for.....	4 acres
		Cabbage cared for.....	20 acres
		Cauliflower cared for....	4 acres
		Tomatoes cared for.....	20 acres
		Celery cared for.....	2 acres
		Snap beans cared for....	8 acres
		Peas cared for.....	4 acres
		Beans cared for.....	10 acres
		Cucumbers cared for....	14 acres
		Carrots.....	10 acres
		Potatoes.....	36 acres

 Total food crops..... 892 acres

NET EARNINGS OF BOYS

\$1,250.00

MADISON COUNTY

35 Boys, Mainly from Erasmus Hall High School
Mr. Charles R. Fay, Supervisor

EMPLOYEES

Total Employees	7
Boys Employed	35

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms	4,029
Total Acres Plowed	895
<i>Acres Plowed by Boys</i>	365
Total Acres Harrowed	1,170
<i>Acres Harrowed by Boys</i>	1,022
Total Acres Cultivated	410
<i>Acres Cultivated by Boys</i>	233
Total Acres Hoed	132
<i>Acres Hoed by Boys</i>	52

FOOD CROPS HARVESTED

Total Acres Winter Wheat	113
<i>Winter Wheat Credited to Boys</i>	41
Total Acres Spring Wheat	25
<i>Spring Wheat Credited to Boys</i>	11
Total Acres Oats	364
<i>Oats Credited to Boys</i>	166
Total Acres Barley	6
<i>Barley Credited to Boys</i>	2
Total Acres Buckwheat	70
<i>Buckwheat Credited to Boys</i>	29
Total Acres Corn	214
<i>Corn Credited to Boys</i>	93
Total Acres Hay	1,153
<i>Hay Credited to Boys</i>	526
Total Acres Beans	14
<i>Beans Credited to Boys</i>	7
Total Acres Cabbage	13
<i>Cabbage Credited to Boys</i>	7
Total Acres Peas	47
<i>Peas Credited to Boys</i>	23
<i>Bushels of Beans Picked by Boys</i>	9

LIVE STOCK

Total Horses on These Farms.....	119
<i>Horses Cared for by Boys.....</i>	84
Total Cows Milked.....	564
<i>Cows Milked by Boys.....</i>	273
<i>Quarts Milked by Boys.....</i>	141,300
Total Hogs on These Farms.....	72
<i>Hogs Cared for by Boys.....</i>	3
Total Poultry on These Farms.....	1,699
<i>Poultry Cared for by Boys.....</i>	.....

NET EARNINGS OF BOYS

\$2,278.25

SUMMARY

WORK PERFORMED BY 35 BOYS

Plowing.....	365 acres	Winter Wheat harvested..	41 acres
Harrowing.....	1,022 acres	Spring Wheat harvested..	11 acres
Cultivating.....	233 acres	Oats harvested.....	166 acres
Hoeing.....	52 acres	Barley harvested.....	2 acres
Beans picked.....	9 bush.	Buckwheat harvested....	29 acres
		Corn harvested.....	93 acres
		Hay harvested.....	526 acres
		Beans harvested.....	7 acres
		Cabbage harvested.....	7 acres
		Peas harvested.....	23 zeres
			—
		Total food crops.....	905 acres

LIVE STOCK

Horses cared for.....	84
Cows milked daily.....	273
Quarts milked.....	141,300
Hogs cared for.....	3
Poultry cared for.....	—

NET EARNINGS OF BOYS

\$2,278.25

MADISON COUNTY

20 Boys, Mainly from Erasmus Hall High School
Mr. Arthur M. Townsend, Supervisor

EMPLOYEES

Total Employees.....	20
Boys Employed.....	20

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	3,560
Total Acres Plowed.....	640
<i>Acres Plowed by Boys.....</i>	44
Total Acres Harrowed.....	640
<i>Acres Harrowed by Boys.....</i>	254
Total Acres Cultivated.....	280
<i>Acres Cultivated by Boys.....</i>	104
Total Acres Hoed.....	150
<i>Acres Hoed by Boys.....</i>	52

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	20
<i>Winter Wheat Credited to Boys.....</i>	7
Total Acres Spring Wheat.....	10
<i>Spring Wheat Credited to Boys.....</i>	..
Total Acres Oats.....	224
<i>Oats Credited to Boys.....</i>	20
Total Acres Barley.....	10
<i>Barley Credited to Boys.....</i>	..
Total Acres Buckwheat.....	40
<i>Buckwheat Credited to Boys.....</i>	10
Total Acres Corn.....	200
<i>Corn Credited to Boys.....</i>	..
Total Acres Hay.....	1,320
<i>Hay Credited to Boys.....</i>	340
Total Acres Cabbage.....	10
<i>Cabbage Credited to Boys.....</i>	..
Total Acres Peas.....	10
<i>Peas Credited to Boys.....</i>	4

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	10
Cultivating Vegetables.....	20

LIVE STOCK

Total Horses on These Farms.....	80
<i>Horses Cared for by Boys.....</i>	40
Total Cows Milked.....	580
<i>Cows Milked by Boys.....</i>	100
<i>Quarts Milked by Boys.....</i>	94,800
Total Hogs on These Farms.....	60

<i>Hogs Cared for by Boys</i>	21
Total Poultry on These Farms	2,260
<i>Poultry Cared for by Boys</i>	580

NET EARNINGS OF BOYS

\$1,863.00

SUMMARY

Plowing	44 acres	Winter Wheat harvested..	7 acres
Harrowing	254 acres	Oats harvested	20 acres
Cultivating	104 acres	Buckwheat harvested	10 acres
Hoeing	52 acres	Hay harvested	340 acres
Planting vegetables	10 days	Peas harvested	4 acres
Cultivating vegetables	20 days		—
		Total food crops	381 acres

LIVE STOCK

Horses cared for	40
Cows milked daily	100
Quarts milked	94,800
Hogs cared for	21
Poultry cared for	580

NET EARNINGS OF BOYS

\$1,863.00

ORANGE COUNTY

40 Boys, Mainly from Manual Training High School
Mr. C. C. McCall, Supervisor

EMPLOYEES

Total Employees	50
Boys Employed	40

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms	4,750
Total Acres Plowed	900
<i>Acres Plowed by Boys</i> . . . . .	..
Total Acres Harrowed	900
<i>Acres Harrowed by Boys</i>	300
Total Acres Cultivated	600
<i>Acres Cultivated by Boys</i>	300

FOOD CROPS HARVESTED

Total Acres Winter wheat	300
<i>Winter Wheat Credited to Boys</i> . . . . .	..
Total Acres Corn	600
<i>Corn Credited to Boys</i> . . . . .	..
Total Acres Rye	1,000
<i>Rye Credited to Boys</i>	200
Total Acres Oats and Peas	75
<i>Oats and Peas Credited to Boys</i>	10

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables	150
Transplanting Vegetables	180
Cultivating Vegetables	1,500
Gathering Vegetables	400

(Acres of Crops Cared for by Boys)

Lettuce	4
Beets	10
Cabbage	2
Tomatoes	8
Celery	16
Snap Beans	5
Peas	5
Potatoes	20

LIVE STOCK

Total Horses on these Farms	120
<i>Horses Cared for by Boys</i>	25
Total Cows Milked	900
<i>Cows Milked by Boys</i>	160
<i>Quarts Milked by Boys</i> . . . . .	..
Total Hogs on These Farms	90
<i>Hogs Cared for by Boys</i> . . . . .	..
Total Poultry on These Farms	3,000
<i>Poultry Cared for by Boys</i>	500

NET EARNINGS OF BOYS

\$2,400.00

SUMMARY

WORK PERFORMED BY 40 BOYS

Plowing	acres	Rye harvested	200 acres
Harrowing	300 acres	Oats and Peas harvested..	10 acres
Cultivating	300 acres	Lettuce cared for	4 acres
Planting vegetables	150 days	Beets cared for	10 acres
Transplanting vegetables	180 days	Cabbage cared for	2 acres
Cultivating vegetables... 1,500 days		Tomatoes cared for	8 acres
Gathering vegetables....	400 days	Celery cared for	16 acres
		Snap Beans aced for	5 acres
		Peas cared for	5 acres
		Potatoes cared for	20 acres
			—
		Total food crops	280 acres

LIVE STOCK

Horses cared for	25
Cows milked daily	160
Poultry cared for	500

NET EARNINGS OF BOYS

\$2,400.00

PUTNAM COUNTY

60 Boys, Mainly from Morris High School
Mr. Fred C. White, Supervisor

EMPLOYEES

Total Employees	62
Boys Employed	60
Girls Employed	11

PLOWING, HARROWING, CULTIVATING, HOEING

Total acres in Farms	4,229
Total Acres Plowed	1,062
Acres Plowed by Boys	58
Total Acres Harrowed	1,062
Acres Harrowed by Boys	326
Total Acres Cultivated	664
Acres Cultivated by Boys	237
Total Acres Hoed	475
Acres Hoed by Boys	228

FOOD CROPS HARVESTED

Total Acres Winter Wheat	2
Winter Wheat Credited to Boys . . . . .	..
Total Acres Spring Wheat	27

<i>Spring Wheat Credited to Boys</i>.....	..
Total Acres Oats.....	166
<i>Oats Credited to Boys</i>	39
Total Acres Buckwheat.....	31
<i>Buckwheat Credited to Boys</i>.....	..
Total Acres Corn.....	576
<i>Corn Credited to Boys</i>	57
Total Acres Hay.....	1,416
<i>Hay Credited to Boys</i>	357
Total Acres Rye.....	9
<i>Rye Credited to Boys</i>	4
Total Acres Oats and Peas.....	15
<i>Oats and Peas Credited to Boys</i>	6
Total Acres Beans.....	3
<i>Beans Credited to Boys</i>	1
Total Acres Cabbage.....	2
<i>Cabbage Credited to Boys</i>	1
<i>Bushels of Peas Picked by Boys</i>	50
<i>Bushels of Beans Picked by Boys</i>	30

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	96
Transplanting Vegetables.....	60
Cultivating Vegetables.....	100
Gathering Vegetables.....	24

(Acres of Crops Cared for by Boys)

Beets.....	5
Cabbage.....	2
Peas.....	1
Beans.....	4
Potatoes.....	40

LIVE STOCK

Total Horses on These Farms.....	112
<i>Horses Cared for by Boys</i>	64
Total Cows Milked.....	1,190
<i>Cows Milked by Boys</i>	180
<i>Quarts Milked by Boys</i>	81,600
Total Hogs on These Farms.....	163
<i>Hogs Cared for by Boys</i>	50
Total Poultry on These Farms.....	1,548
<i>Poultry Cared for by Boys</i>	600

SMALL FRUITS

(Picked by Boys)

Strawberries (quarts)	16
Currants (quarts)	7
Cherries (pounds)	160
Blackberries (quarts)	30
Blackcaps (pints)	20
Raspberries (quarts)	75
Grapes (pounds)	30

LARGE FRUITS

Pears (bushels)	6
Plums (pecks)	30
Others	6

NET EARNINGS OF BOYS

\$3,244.00

SUMMARY

Plowing	58 acres	Oats harvested	39 acres
Harrowing	326 acres	Corn harvested	57 acres
Cultivating	237 acres	Hay harvested	357 acres
Hoeing	228 acres	Rye harvested	4 acres
Peas picked	50 bush.	Oats and Peas harvested	6 acres
Beans picked	30 bush.	Beans harvested	1 acre
Planting vegetables	96 days	Cabbage harvested	1 acre
Transplanting vegetables	60 days	Beets cared for	5 acres
Cultivating vegetables	100 days	Cabbage cared for	2 acres
Gathering vegetables	24 acres	Peas cared for	1 acre
		Beans	4 acres
		Potatoes	40 acres
		Total food crops	517 acres

LIVE STOCK

Horses cared for	64	Small fruits picked	328 qts.
Cows milked daily	180	Pears picked	6 bu.
Quarts milked	81,600	Plums picked	30 pk.
Hogs cared for	50	Others	6 bu.
Poultry cared for	600		

NET EARNINGS OF BOYS

\$3,244.00

SUFFOLK COUNTY

91 Boys, Mainly from Stuyvesant High School
Mr. Joseph Corbett and Mr. Arthur L. Crossley, Supervisors

EMPLOYEES

Total Employees.....	637
Boys Employed.....	91

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	8,582
Total Acres Plowed.....	8,582
<i>Acres Plowed by Boys.....</i>	560
Total Acres Harrowed.....	8,582
<i>Acres Harrowed by Boys.....</i>	560
Total Acres Cultivated.....	8,582
<i>Acres Cultivated by Boys.....</i>	1,226
Total Acres Hoed.....	1,226
<i>Acres Hoed by Boys.....</i>	1,226

FOOD CROPS HARVESTED

Total Acres Buckwheat.....	282
<i>Buckwheat Credited to Boys.....</i>	40
Total Acres Corn.....	2,200
<i>Corn Credited to Boys.....</i>	311
Total Acres Hay.....	300
<i>Hay Credited to Boys.....</i>	41
Total Acres Rye.....	600
<i>Rye Credited to Boys.....</i>	86
Total Acres Cabbage.....	200
<i>Cabbage Credited to Boys.....</i>	30

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	300
Transplanting Vegetables.....	540
Cultivating Vegetables.....	6,300
Gathering Vegetables.....	2,010
Marketing.....	300

(Acres of Crops Cared for by Boys)

Lettuce.....	60
Beets.....	100
Cabbage.....	30
Tomatoes.....	30
Carrots.....	70
Potatoes.....	4,740

LIVE STOCK

Total Horses on These Farms.....	400
<i>Horses Cared for by Boys</i>	400
Total Cows Milked.....	360
<i>Cows Milked by Boys</i>	200
<i>Quarts Milked by Boys</i>.....	....
Total Hogs on These Farms.....	421
<i>Hogs Cared for by Boys</i>	299
Total Poultry on These Farms.....	6,543
<i>Poultry Cared for by Boys</i>	3,872

NET EARNINGS OF BOYS

\$8,060.00

SUMMARY

WORK PERFORMED BY 91 BOYS

Plowing.....	560 acres	Buckwheat harvested....	40 acres
Harrowing.....	560 acres	Corn harvested.....	311 acres
Cultivating.....	1,226 acres	Hay harvested.....	41 acres
Hoeing.....	1,226 acres	Rye harvested.....	86 acres
Planting vegetables.....	300 days	Cabbage harvested.....	30 acres
Transplanting vegetables	540 days	Lettuce cared for.....	60 acres
Cultivating vegetables...	6,300 days	Beets cared for.....	100 acres
Gathering vegetables....	2,010 days	Cabbage cared for.....	30 acres
Marketing vegetables....	300 days	Tomatoes cared for....	30 acres
		Carrots cared for.....	70 acres
		Potatoes.....	4,740 acres
			—
		Total food crops.....	5,538 acres
LIVE STOCK			
Horses cared for.....	400		
Cows milked daily.....	200		
Quarts milked.....	...		
Hogs cared for.....	299		
Poultry cared for.....	3,872		

NET EARNINGS OF BOYS

\$8,060.00

SULLIVAN COUNTY

62 Boys, Mainly from New Utrecht High School
Mr. Joesph Baron, Supervisor

EMPLOYEES

Total Employees	67
Boys Employed	62
Girls Employed	13

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farm	5,013
Total Acres Plowed	990
<i>Acres Plowed by Boys</i>	66
Total Acres Harrowed	957
<i>Acres Harrowed by Boys</i>	346
Total Acres Cultivated	669
<i>Acres Cultivated by Boys</i>	183
Total Acres Hoed	466
<i>Acres Hoed by Boys</i>	217

FOOD CROPS HARVESTED

Total Acres Winter Wheat	68
<i>Winter Wheat Credited to Boys</i>	12
Total Acres Spring Wheat	39
<i>Spring Wheat Credited to Boys</i>	14
Total Acres Oats	137
<i>Oats Credited to Boys</i>	58
Total Acres Buckwheat	64
<i>Buckwheat Credited to Boys</i>	13
Total Acres Corn	156
<i>Corn Credited to Boys</i>	46
Total Acres Hay	1,101
<i>Hay Credited to Boys</i>	367
Total Acres Rye	31
<i>Rye Credited to Boys</i>	18
Total Acres Oats and Peas	13
<i>Oats and Peas Credited to Boys</i>	6
Total Acres Beans	14
<i>Beans Credited to Boys</i>	8
Total Acres Cabbage	8
<i>Cabbage Credited to Boys</i>	5
Total Acres Peas	9
<i>Peas Credited to Boys</i>	8
<i>Bushels of Peas Picked by Boys</i>	131
<i>Bushels of Beans Picked by Boys</i>	107

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	441
Transplanting Vegetables.....	163
Cultivating Vegetables.....	920
Gathering Vegetables.....	254
Marketing Vegetables.....	23

(Acres of Crops Cared for by Boys)

Lettuce.....	3
Beets.....	6
Radishes.....	8
Cabbage.....	9
Cauliflower.....	3
Tomatoes.....	7
Celery.....	3
Snap Beans.....	2
Peas.....	8
Beans.....	8
Cucumbers.....	5
Carrots.....	15
Potatoes.....	65

LIVE STOCK

Total Horses on These Farms.....	138
<i>Horses Cared for by Boys</i>	84
Total Cows on These Farms.....	528
<i>Cows Cared for by Boys</i>	185
<i>Quarts Milked by Boys</i>	66,872
Total Hogs on These Farms.....	188
<i>Hogs Cared for by Boys</i>	164
Total Poultry on These Farms.....	10,529
<i>Poultry Cared for by Boys</i>	6,905

SMALL FRUITS

(Picked by Boys)

Strawberries (quarts).....	3
Cherries (pounds).....	56
Blackberries (quarts).....	140
Raspberries (quarts).....	128
Grapes (pounds).....	12
Others (quarts).....	101

ULSTER COUNTY

43 Boys, mainly from DeWitt Clinton High School
Mr. Robert Proctor, Supervisor

EMPLOYEES

Total Employees.....	272
Boys Employed.....	43
Girls Employed.....	6

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	17,673
Total Acres Plowed.....	4,719
<i>Acres Plowed by Boys.....</i>	258
Total Acres Harrowed.....	4,633
<i>Acres Harrowed by Boys.....</i>	2,322
Total Acres Cultivated.....	2,408
<i>Acres Cultivated by Boys.....</i>	666
Total Acres Hoed.....	1,032
<i>Acres Hoed by Boys.....</i>	301

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	387
<i>Winter Wheat Credited to Boys.....</i>	172
Total Acres Spring Wheat.....	86
<i>Spring Wheat Credited to Boys.....</i>	40
Total Acres Oats.....	344
<i>Oats Credited to Boys.....</i>	129
Total Acres Barley.....	10
<i>Barley Credited to Boys.....</i>	..
Total Acres Buckwheat.....	142
<i>Buckwheat Credited to Boys.....</i>	..
Total Acres Corn.....	623
<i>Corn Credited to Boys.....</i>	146
Total Acres Hay.....	2,451
<i>Hay Credited to Boys.....</i>	99
Total Acres Rye.....	1,505
<i>Rye Credited to Boys.....</i>	43
Total Acres Oats and Peas.....	137
<i>Oats and Peas Credited to Boys.....</i>	84
Total Acres Beans.....	35
<i>Beans Credited to Boys.....</i>	12

Total Acres Cabbage.....	45
Cabbage Credited to Boys.....	14
Total Acres Peas.....	7
Peas Credited to Boys.....	2
Bushels of Peas Picked.....	107
Bushels of Beans Picked.....	139

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	347
Transplanting Vegetables.....	84
Cultivating Vegetables.....	705
Gathering Vegetables.....	302

(Acres of Crops Cared for by Boys)

Lettuce.....	5
Beets.....	11
Radishes.....	1
Cauliflower.....	1
Tomatoes.....	7
Celery.....	2
Peas.....	5
Beans.....	53
Cucumbers.....	1
Carrots.....	14
Potatoes.....	68

LIVE STOCK

Total Horses on These Farms.....	258
Horses Cared for by Boys.....	54
Total Cows Milked.....	989
Cows Milked by Boys.....	98
Quarts Milked by Boys.....	81,184
Total Hogs on These Farms.....	495
Hogs Cared for by Boys.....	116
Total Poultry on These Farms.....	6,536
Poultry Cared for by Boys.....	2,537

NET EARNINGS OF BOYS

\$2,365.00

SUMMARY

WORK PERFORMED BY 43 BOYS

Plowing.....	258 acres	Winter Wheat harvested..	172 acres
Harrowing.....	2,322 acres	Spring Wheat harvested..	40 acres
Cultivating.....	666 acres	Oats harvested.....	129 acres
Hoeing.....	301 acres	Corn harvested.....	146 acres
Peas picked.....	107 bush.	Hay harvested.....	99 acres
Beans picked.....	139 bush.	Rye harvested.....	43 acres
Planting vegetables.....	347 days	Oats and Peas harvested..	84 acres
Transplanting vegetables	84 days	Beans harvested.....	12 acres
Cultivating.....	705 days	Cabbage harvested.....	14 acres
Gathering vegetables....	302 days	Peas harvested.....	2 acres
		Lettuce cared for.....	5 acres
		Beets cared for.....	11 acres
		Radishes cared for.....	1 acre
		Cauliflower cared for....	1 acre
		Tomatoes.....	7 acres
		Celery cared for.....	2 acres
		Peas cared for.....	5 acres
		Beans cared for.....	53 acres
		Cucumbers cared for....	1 acre
		Carrots cared for.....	14 acres
		Potatoes cared for.....	68 acres
			—
		Total food crops.....	909 acres

LIVE STOCK

Horses cared for.....	54
Cows milked daily.....	98
Quarts milked.....	81,184
Hogs cared for.....	116
Poultry cared for.....	2,537

NET EARNINGS OF BOYS

\$2,365.00

WESTCHESTER COUNTY

98 Boys, Mainly from Stuyvesant High School
Mr. Harry M. Love, Supervisor

EMPLOYEES

Total Employees.....	301
Boys Employed.....	98
Girls Employed.....	25

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	7,500
Total Acres Plowed.....	2,655
<i>Acres Plowed by Boys</i>	187
Total Acres Harrowed.....	789
<i>Acres Harrowed by Boys</i>	96
Total Acres Cultivated.....	1,062
<i>Acres Cultivated by Boys</i>	177
Total Acres Hoed.....	1,360
<i>Acres Hoed by Boys</i>	486

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	10,350
<i>Winter Wheat Credited to Boys</i>.....	..
Total Acres Spring Wheat.....	144
<i>Spring Wheat Credited to Boys</i>	60
Total Acres Oats.....	57
<i>Oats Credited to Boys</i>	30
Total Acres Buckwheat.....	39
<i>Buckwheat Credited to Boys</i>.....	..
Total Acres Corn.....	798
<i>Corn Credited to Boys</i>	139
Total Acres Hay.....	809
<i>Hay Credited to Boys</i>	416
Total Acres Rye.....	74
<i>Rye Credited to Boys</i>.....	..
Total Acres Oats and Peas.....	32
<i>Oats and Peas Credited to Boys</i>.....	..
Total Acres Beans.....	35
<i>Beans Credited to Boys</i>	6
Total Acres Cabbage.....	61
<i>Cabbage Credited to Boys</i>.....	..
Total Acres Peas.....	44
<i>Peas Credited to Boys</i>	5
<i>Bushels of Peas Picked by Boys</i>	150
<i>Bushels of Beans Picked by Boys</i>	300

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables.....	297
Transplanting Vegetables.....	113
Cultivating Vegetables.....	443
Gathering Vegetables.....	273

(Acres of Crops Cared for by Boys)

Lettuce.....	8
Beets.....	7
Radishes.....	5
Cabbage.....	12
Tomatoes.....	13
Celery.....	2
Snap Beans.....	4
Peas.....	5
Beans.....	3
Cucumbers.....	3
Carrots.....	21
Potatoes.....	246

LIVE STOCK

Total Horses on These Farms.....	178
<i>Horses Cared for by Boys.....</i>	40
Total Cows Milked.....	1,346
<i>Cows Milked by Boys.....</i>	50
<i>Quarts Milked by Boys.....</i>	62,720
Total Hogs on These Farms.....	1,163
<i>Hogs Cared for by Boys.....</i>	63
Total Poultry on These Farms.....	20,865
<i>Poultry Cared for by Boys.....</i>	750

NET EARNINGS OF BOYS

\$2,790.00

SUMMARY

WORK PERFORMED BY 98 BOYS

Plowing.....	167 acres	Spring Wheat harvested..	60 acres
Harrowing.....	96 acres	Oats harvested.....	30 acres
Cultivating.....	177 acres	Corn harvested.....	139 acres
Hoeing.....	486 acres	Hay harvested.....	416 acres
Peas picked by boys....	150 bush.	Beans harvested.....	6 acres
Beans picked by boys....	300 bush.	Peas harvested.....	5 acres
Planting vegetables.....	297 days	Lettuce cared for.....	8 acres
Transplanting vegetables.	113 days	Beets cared for.....	7 acres
Cultivating vegetables....	443 days	Radishes cared for.....	5 acres
Gathering vegetables....	273 days	Cabbage cared for.....	12 acres
		Tomatoes cared for.....	13 acres
		Celery cared for.....	2 acres

LIVE STOCK			
Horses cared for.....	40	Snap Beans cared for.....	4 acres
Cows milked daily.....	50	Peas cared for.....	5 acres
Quarts milked.....	62,720	Beans cared for.....	3 acres
Hogs cared for.....	63	Cucumbers cared for.....	3 acres
Poultry cared for.....	750	Carrots cared for.....	21 acres
		Potatoes cared for.....	246 acres
		Total food crops.....	985 acres

NET EARNINGS OF BOYS

\$2,790.00

WESTCHESTER COUNTY

42 Boys, Mainly from Stuyvesant High School
Mr. R. W. Sharpe, Supervisor

EMPLOYEES

Total Employees.....	42
Boys Employed.....	42

PLOWING, HARROWING, CULTIVATING, HOEING

Total Acres in Farms.....	1,575
Total Acres Plowed.....	525
<i>Acres Plowed by Boys</i>	42
<i>Total Acres Harrowed</i>	525
<i>Acres Harrowed by Boys</i>	63
Total Acres Cultivated.....	525
<i>Acres Cultivated by Boys</i>	42
Total Acres Hoed.....	216
<i>Acres Hoed by Boys</i>	105

FOOD CROPS HARVESTED

Total Acres Winter Wheat.....	42
<i>Winter Wheat Credited to Boys</i>	5
Total Acres Oats.....	105
<i>Oats Credited to Boys</i>	63
Total Acres Corn.....	84
<i>Corn Credited to Boys</i>	42
Total Acres Hay.....	625
<i>Hay Credited to Boys</i>	210

Total Acres Beans	5
<i>Beans Credited to Boys</i>	5
Total Acres Cabbage	5
<i>Cabbage Credited to Boys</i>	5
Total Acres Peas	21
<i>Peas Credited to Boys</i>	10
<i>Bushels of Peas Picked by Boys</i>	42
<i>Bushels of Beans Picked by Boys</i>	63

TRUCK GARDENING

(Days Worked by Boys)

Planting Vegetables	126
Transplanting Vegetables	2
Cultivating Vegetables	20
Gathering Vegetables	15
Marketing Vegetables	5

(Acres of Crops Cared for by Boys)

Lettuce	2
Beets	2
Radishes	2
Cabbage	5
Cauliflower	5
Tomatoes	5
Celery	2
Snap Beans	5
Peas	31
Beans	5
Cucumbers	102
Carrots	5
Potatoes	21

LIVE STOCK

Total Horses on These Farms	178
<i>Horses Cared for by Boys</i>	84
Total Cows Milked	252
<i>Cows Milked by Boys</i>	42
<i>Quarts Milked by Boys</i>	40,000
Total Hogs on These Farms	105
<i>Hogs Cared for by Boys</i>	20
Total Poultry on These Farms	3,150
<i>Poultry Cared for by Boys</i>	1,050

SMALL FRUITS

Cherries (pounds).....	300
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LARGE FRUITS

Pears (bushels).....	210
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NET EARNINGS OF BOYS

\$1,522.50

SUMMARY

WORK PERFORMED BY 42 BOYS

Plowing.....	42 acres	Winter Wheat harvested..	5 acres
Harrowing.....	63 acres	Oats harvested.....	63 acres
Cultivating.....	42 acres	Corn harvested.....	42 acres
Hoeing.....	105 acres	Hay harvested.....	210 acres
Peas picked by boys....	42 bush.	Beans harvested.....	5 acres
Beans picked by boys....	63 bush.	Cabbage harvested.....	5 acres
Planting vegetables.....	126 days	Peas harvested.....	10 acres
Transplanting vegetables..	2 days	Lettuce cared for.....	2 acres
Cultivating vegetables....	20 days	Beets cared for.....	2 acres
Gathering vegetables....	15 days	Radishes cared for.....	2 acres
Marketing vegetables....	5 days	Cabbage cared for.....	5 acres
		Cauliflower cared for....	5 acres
		Tomatoes cared for.....	5 acres
		Celery cared for.....	2 acres
		Snap Beans cared for....	5 acres
		Peas cared for.....	31 acres
		Beans cared for.....	5 acres
		Cucumbers cared for....	102 acres
		Carrots cared for.....	5 acres
		Potatoes cared for.....	21 acres
			—
		Total food crops.....	532 acres

LIVE STOCK

Horses cared for.....	84
Cows milked daily.....	42
Quarts milked.....	40,000
Hogs cared for.....	20
Poultry cared for.....	1,050

Small fruits picked (lbs.) .	300
Large fruits picked (bu.)..	210

NET EARNINGS OF BOYS

\$1,522.50

FRUIT PICKING IN ORANGE COUNTY

Mr. Herbert J. McCreary, In Charge

School	Supervisor	Boys	Strawberries	Currants	Cherries	Blackberries	Raspberries	Grapes
Manual Training	W. R. Jones	17	9,814	674	86	1,840	..	..
Commercial	A. Laswell	37	5,221	4,996	50	9,523	..	..
Commercial	W. Kibby	74	16,538	9,008	..	15,767	..	..
Commercial	T. Lynch							
P. S. 173	A. Korobow	20	1,445	..	..	1,489	..	..
147 Manhattan	W. A. Kottman	27	18,780	..	..	..	..	..
Boys'	R. Stryker	42	21,025	..	..	18,388	..	..
Manual Training	E. E. Smith	26	12,969	..	..	720	..	..
167 Brooklyn	H. Haberman	25	4,301	253	..	7,877	..	..
Manual Training	J. J. McDonald	29	12,157	..	..	8,368	..	..
Manual Training	W. C. Richardson	27	15,550	..	..	83	..	..
		Girls						
Erasmus	J. Dennis	40	5,236	..	..	7,537	..	..
Manual Training	M. Bachelder	43	22,299	..	..	..	..	..
Manual Training	F. Goding							

NET EARNINGS, \$1,141.76

FRUIT PICKING IN ULSTER COUNTY

Mr. Harry W. Millspaugh, In Charge

School	Supervisor	Boys	Strawberries	Currants	Cherries	Blackberries	Raspberries	Grapes
DeWitt Clinton..	S. Goldman.....	39	4,390	10,431	.....	..	12,735	..
184 Manhattan..	H Stiller.....	33	3,685	1,231	.....	..	15,205	..
DeWitt Clinton..	Geo. Beal.....	43	84	7,876	1,484	..	7,097	..
79 Manhattan...H. Feldman.....		49	.....	9,368	.....	..	4,420	..
25 Manhattan...A. Kaylin.....		} 41	.....	3,947	.....	..	18,359	..
7 Manhattan...W. Shapiro.....			41	.....	.....	.....	.....	.....
Morris.....	M. Bergman.....	} 61	.....	5,573	96	937	24,813	..
Morris.....	O. C. Skeele.....		41	.....	.....	.....	.....	.....
188 Manhattan..	J. O. Schwarzenbach	17	.....	483	.....	..	4,697	..
DeWitt Clinton..	D. M. Hooks.....	20	.....	13,193	.....	..	.....	..
DeWitt Clinton..	T. Spector.....	25	6,051	1,001	.....	..	20,839	..
Girls								
W. Irving.....	R. Mullen.....	33	.....	16,313	.....	..	3,622	..
Morris.....	M. Bennett.....	26	.....	831	864	..	1,557	..
NET EARNINGS, \$914.41								

SUMMARY

FRUIT PICKED BY 633 BOYS AND 142 GIRLS

Strawberries.....	19,431 quarts
Currants.....	220,083 quarts
Cherries.....	12,888 quarts
Blackberries.....	1,023 quarts
Black Currants.....	1,551 quarts
Raspberries.....	185,747 pints
Gooseberries.....	96 quarts
Total.....	347,946 quarts

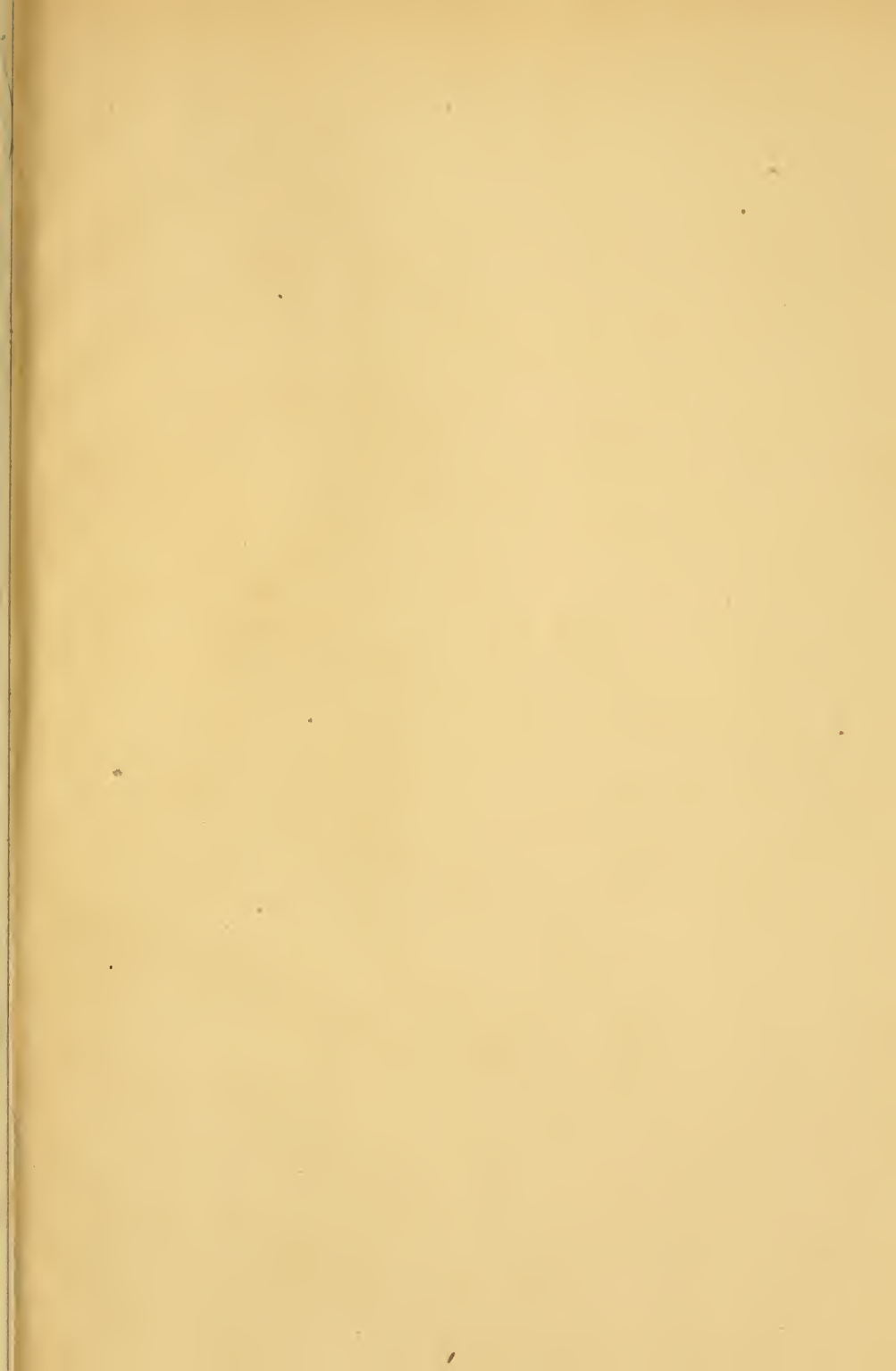
NET EARNINGS, \$2,056.17

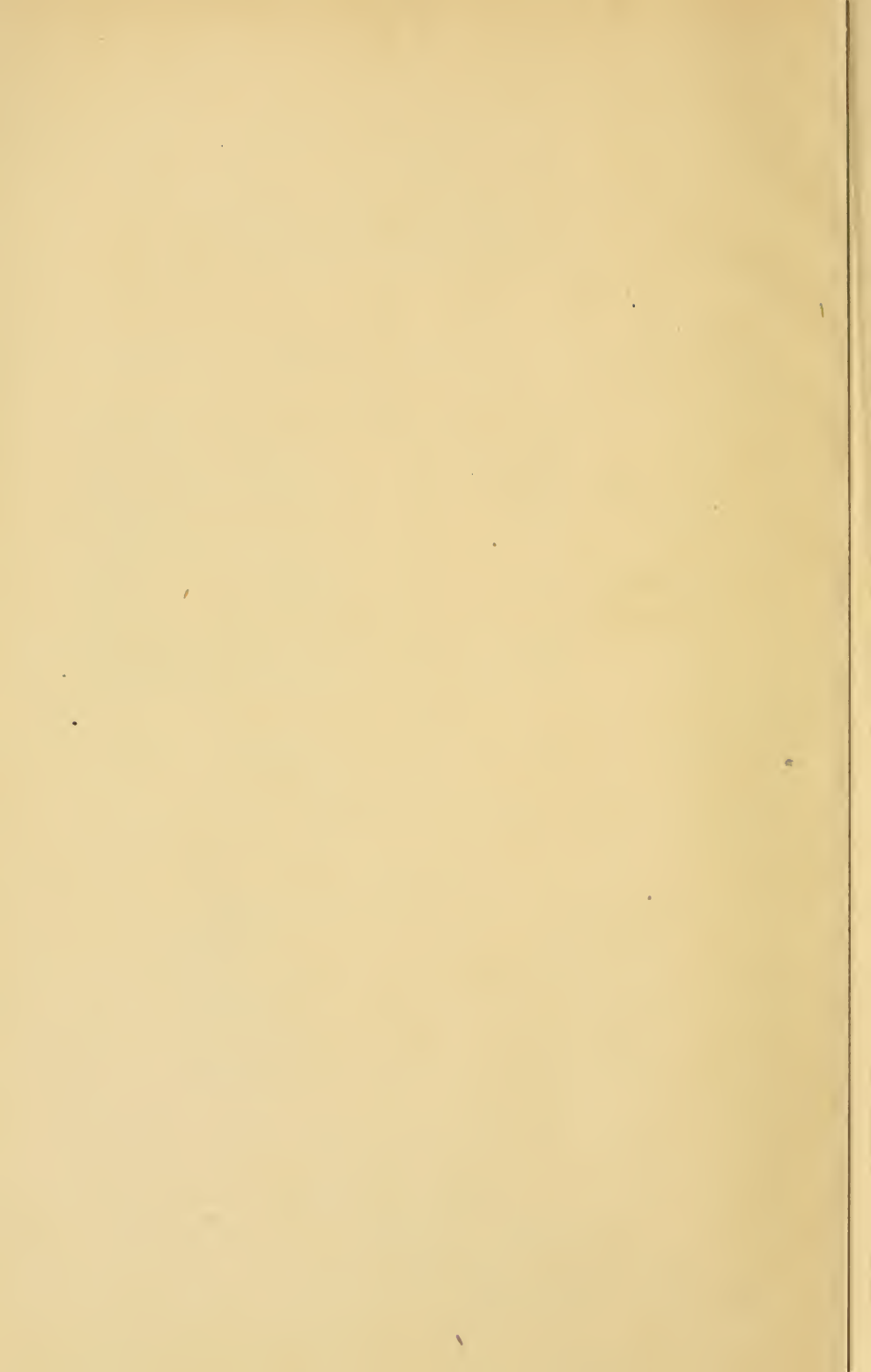
Respectfully submitted,

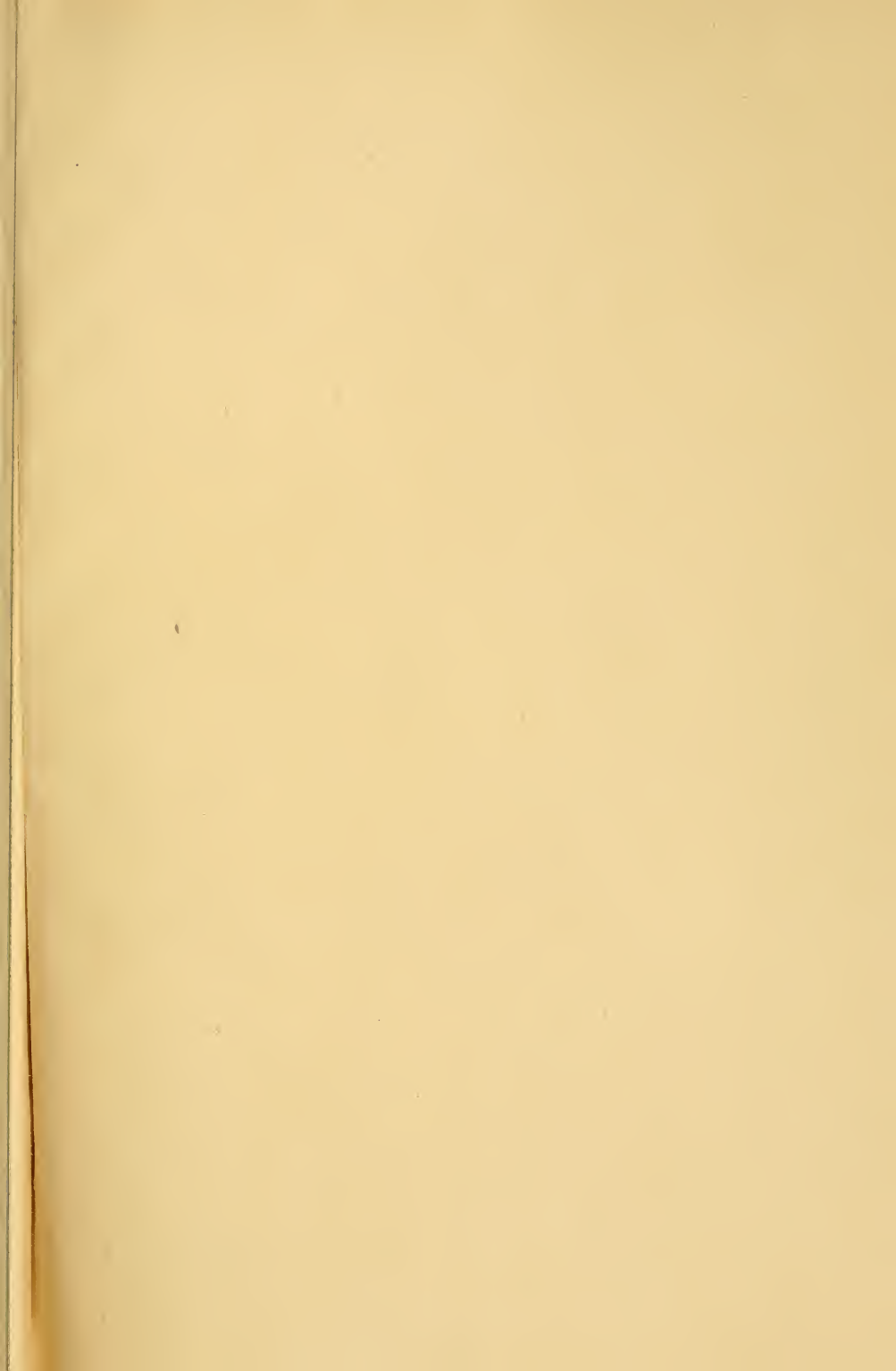
FRANK A. REXFORD,

Supervisor of Farm Service

and Agricultural Instruction.









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